



# **IMLS FINAL PERFORMANCE REPORT FORM** **For Projects with Award Dates between October 1, 2015 and September 30, 2018** **(i.e., award number ends in -16, -17, or -18)**

**Please consult the IMLS Final Performance Report Instructions when filling out this form.**

1. Federal agency and organization element to which report is submitted: <b>Institute of Museum and Library Services</b>		2. Federal award or other identifying number assigned by federal agency: RE-85-17-0029-17		Page 1	of 6 Pages
				3a. D-U-N-S® number: 07-781-7450	
				3b. EIN/TIN: 540836354	
4. Recipient organization (name and complete address, including ZIP+4/postal code): George Mason University, 4400 University Drive, Fairfax, VA 22030-4422				5. Recipient identifying or account number: 204148	
6a. Award period of performance start date (MM/DD/YYYY): 06/01/2017		6b. Award period of performance end date (MM/DD/YYYY): 05/31/2020		7. Reporting period end date (MM/DD/YYYY): 05/31/2020	
8. Project URLs, if any:  <a href="https://locallinkages.org/">https://locallinkages.org/</a>				9. Report frequency: <input type="checkbox"/> annual <input type="checkbox"/> semi-annual <input checked="" type="checkbox"/> final <input type="checkbox"/> other If other, describe:	
10. Other attachments? <input type="checkbox"/> Yes <input type="checkbox"/> No Contact the appropriate IMLS program office to receive instructions for transmitting additional attachments.					
11a. Name and title of Project Director:  Prof. Stephen Robertson		11b. Telephone (area code, number, extension): 703-993-4524			
		11c. Email address: srober30@gmu.edu			
<b>12. Certification: By submitting this report I certify to the best of my knowledge and belief that this information is correct and complete for performance of activities for the purposes set forth in the award documents.</b>					
13a. Signature of Authorized Certifying Official:		13b. Date report submitted (MM/DD/YYYY):  08/25/2020			
13c. Name and title of Authorized Certifying Official: Angela Railey Associate Director, Financial Management, OSP		13d. Telephone (area code, number, extension): (703) 993-2983			
		13e. Email address: arasley@gmu.edu			

**Burden Estimate and Request for Public Comments:** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Institute of Museum and Library Services, 955 L'Enfant Plaza North, SW, Suite 4000, Washington, DC 20024-2135.

The purpose of the Final Performance Report is to provide a record of grant-funded project accomplishments at the conclusion of the grant. IMLS uses these narratives to report to Congress and the Office of Management and Budget about the agency's progress on addressing its strategic goals. If you have questions concerning the final performance reporting requirements, you may address them to the Program Officer assigned to your grant and whose name and contact information appears in your Official Award Notification. IMLS may share Final Performance Reports with grantees, potential grantees, and the general public to further the mission of the agency and the development of museum and library services. Reports may be disseminated in a variety of ways and formats, including online.

**14. Recipient Organization:** Roy Rosenzweig Center for History and New Media, George Mason University

**15. Project Title:** Creating Local Linkages: Training Public Librarians to Facilitate Doing Digital Local History

**16. Project Summary:**

This project introduces public librarians to historical research methods and digital history skills that they can share with their patrons to help them do local history work. We developed an open access online curriculum to certify public librarians as skilled in doing digital local history. Staff, graduate students and faculty from the Roy Rosenzweig Center for History and New Media taught the curriculum as an online course four times to 189 participants, recruited with the help of DPLA, SAA and PLA. We also offered two face-to-face workshops on doing local history and the technical skills needed to do this in public libraries, attended by thirty-one participants. At the conclusion of the grant we transitioned the curriculum to an open educational resource for public librarians. To accompany the resource we published an online guide to programming to teach library patrons the historical and digital skills to do local history. Participant evaluations of the curriculum from the courses and workshops indicate that we succeeded in creating an educational resource that both helped public librarians to think historically in terms of framing questions to structure the presentation of historical sources, and putting material in context and equipped them to use Omeka to publish their collections online. Our outreach succeeded in attracting interest in the courses from more than 700 librarians. However, despite the feedback we offered, only a small proportion of participants could make the sustained commitment of time required to complete the course. In the case of the workshops, we offered two, but were unable to secure slots on conference programs to offer the additional workshops before the coronavirus outbreak resulted in the cancellation of professional meetings.

**17. Activities**

Activities Proposed in Your Application	Activities Completed during the Award Period of Performance	Explanation of Any Variance
Creation of an asynchronous web-based curriculum consisting of five modules designed to teach and practice digital local history methods using primary and secondary sources found in participants' own libraries and in open digital collections, and to create an online narrative exhibition using Omeka.net.	Created a five-module curriculum in WordPress and Commons-in-a-Box, and revised it with input from our advisory board before and after being taught for the first time (February-April 2019). Transitioned the course to an open educational resource released under CC-BY 4.0 (May 2020)	N/A
Four offerings of an eight-week course using the online curriculum and assignments for each module (2018-2020)	A team of faculty, staff and graduate students from RRCHNM taught the course four times: in February-April 2019; July-September 2019; October-December 2019; March-April 2020.	The creation of the curriculum and the first offering of the course was delayed by difficulties in surveying librarians on their needs and capacities, which required site visits as a substitute, and a reduction in project staffing as a result of the departures of Dr. Leon and Dr. Brennan.

Publicity and outreach for courses, workshop and online curriculum	Outreach to library organizations, associations, and branches via email, Twitter, postcard mailings, and PLA email blast, and in collaboration with DPLA and the public library section of SAA.	In response to being unable to present workshops, we created print and digital advertising to promote the online resource in ALA and PLA publications in 2020 & 2021. Those plans had to be abandoned as we received no response to repeated efforts to contact our IMLS program officer to obtain permission for spending on activities after the grant required by GMU.
Offer four face-to-face workshops	Two face-to-face day-long workshops: Shaw Library, Washington, DC (11/29/2018) and the Maryland Library Association/Delaware Library Association Conference (5/1/2019).	Proposals to present at PLA 2020, ALA 2019, SAA 2019 and multiple regional library associations were unsuccessful. Plans for additional proposals had to be abandoned when the coronavirus led to an indefinite sector-wide cancellation of conferences and meetings.
Create a guide to programming to teach Local Digital History methods	Completed, reviewed by public librarian consultants, and published May 2020	N/A

## 18. Changes

Type of Change	Description	Date of Approval (if applicable)
Personnel change	Dr. Sharon Leon left GMU prior to the start of the project	
PI	Dr. Sheila Brennan left GMU in June 2018; Dr. Stephen Robertson took over as PI	4/25/2018
Personnel change	Dr. Mills Kelly joined the project in September 2018	

## 19. Results

### a. Agency-Level Goals

- ☒ Learning  
☐ Community  
☐ Content and Collections

For Learning and Community projects

Performance Measure Statement	Survey Respondent	No. of Participants	No. Total Responses	No. Responses Per Answer Option					No. Non Responses
				Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	

My understanding of digital local history has increased as a result of this program.	Participants who completed at least one course module	97	12	1	1	1	2	7	85
My interest in digital local history has increased as a result of this program	Participants who completed at least one course module	97	12	0	1	2	3	6	85
I am confident I can apply what I learned in this program	Participants who completed at least one course module	97	12	0	1	1	1	9	85
<i>Additional evaluations are discussed below and included in the appendices</i>									

For **Content and Collections** projects, proceed directly to Question 19b.

**b. Program and Project-Level Results (for All Projects)**

Intended Result(s)	Actual Result(s)	Explanation of Any Variance
An open educational resource available under CC-BY 4.0	Available at <a href="https://locallinkages.org/">https://locallinkages.org/</a>	
200 public librarians from diverse areas and regions successfully complete an eight-week course and assessments	In total, one hundred and eight-nine participants were enrolled in the courses, from thirty-five different states. Twenty-eight participants (14.81%) completed the full course. An additional sixty-nine participants completed work in one or more one module	Fewer than the target of 200 participants were enrolled in the courses due to late withdrawals in courses 1 and 2, and reduced participation in the final course, offered in March-April 2020, as a result of the coronavirus outbreak. Formal and informal feedback indicated that the sustained commitment of time required prevented many participants from completing the curriculum. Although aware of what the course would require, participants reported that they did not have the time they expected to complete the course due to a variety of circumstances ranging from changes in schedules, disruptions at work, illness and personal issues.
100 public librarians attend face-to-face workshops	Thirty-one public librarians attended face-to-face workshops	Only two of the four workshops were offered. Proposals to present at PLA 2020, ALA 2019, SAA 2019 and multiple regional library associations were unsuccessful. We could only

		obtain limited feedback on why the workshops were not accepted, which suggested we needed to have public librarians involved. Plans for additional proposals had to be abandoned when the coronavirus led to an indefinite sector-wide cancellation of conferences and meetings. Only one workshop was offered in the context of a library association conference, drawing eighteen participants. The other workshop, which required participants to take time from their work and travel outside of the context of a conference, drew thirteen participants.
A guide for teaching local history digital methods	Available at <a href="https://locallinkages.org/">https://locallinkages.org/</a>	

## 20. Lessons Learned

We received significant positive feedback indicating that the online course and the curriculum provided a valuable learning experience and resource for public librarians. In the appendix we have compiled evaluations of the workshops and course modules that show the knowledge, skills and abilities that participants reported they gained. As we had anticipated, the most challenging and rewarding element according to participants was learning to think historically in framing questions to structure the presentation of historical sources and putting material in context. The rewards of grappling with those unfamiliar concepts and approaches are expressed in this evaluation from a participant in the fourth course session: “This course was marvelous. It was like oxygen. I appreciated how complex concepts, processes, and skills were broken down into practical, actionable steps that were pertinent to busy library workers who aren’t often given space, time, and support to pursue this sort of thing.” Participants also reported that the courses gave them digital skills that they could put to work in their libraries, particularly in using Omeka to create digital exhibits of material in their collections. Several participants noted that the course was more demanding than the professional development they typically undertook, and that they concomitantly learned more. Personalized feedback from the team that taught the course played a key role in supporting that learning, particularly in regards to the historical thinking that was unfamiliar to many participants and to helping them develop confidence in working with Omeka.

Formal and informal feedback indicated the sustained commitment of time required prevented many participants from completing the curriculum. We shared the course curriculum and described time-commitment of the course in our outreach and when communicating with course participants, and had them confirm they understood what was required before enrolling them. But many participants found that they did not have the time they expected to complete the course due to a variety of circumstances ranging from changes in schedules, disruptions at work, illness and personal issues. The result was that only 14.81% (28 of 189) of participants completed the course (although an additional sixty-nine (36.5%) participants completed work in one or more modules). Ultimately, an intensive eight-week online course does not seem to have been a good fit with the schedules and variable commitments of public librarians. Future projects might look at delivering at least some of their training as a series of webinars, a scale and mode of delivery that is familiar to public librarians.

Opportunities to offer workshops at library conferences and meetings proved very difficult to secure. We took every opportunity offered to contact organizers and to enhance our proposals, including attending a PLA webinar and obtaining feedback on that proposal, but were successful with only one proposal, for the Maryland Library Association / Delaware Library Association conference in 2019. (We organized the other workshop in partnership with the DC Public Library, with

the assistance of Mark Greek, a member of our advisory board). Feedback on why our proposals were not accepted was limited, but it suggested a reluctance to accept proposals that did not involve librarians and that did not come from members of regional associations. Future projects seeking to make expertise and perspectives from outside the field of library and information science available to public librarians might consider including a librarian in the team as the lead in outreach efforts to help bridge different disciplinary cultures.

Our outreach efforts succeeded in attracting more than 700 public librarians to sign-up to take the course. The course participants enrolled from that group came from thirty-five different states, with by far the largest contingent (31 participants) from Illinois. Analysis of data we collected on our outreach showed that email listservs drew the most responses, with material sent to state library associations and our partners attracting the most response. Both the social media outreach and direct mail that we use effectively to reach other audiences attracted little response from public librarians.

## **21. Next Steps**

The online curriculum has been transitioned from a course to an open educational resource available under CC-BY 4.0, with the site hosted and maintained by the Roy Rosenzweig Center for History and New Media on an ongoing basis. Google analytics show 2171 visits to the site between January 1 and August 14, 2020, with 408 of those visits occurring after the release of the PLA email blast, a 301% increase over the preceding month. We had prepared materials to further promote this resource with advertising in ALA and PLA publications in summer and Fall 2020 & 2021 using funds originally budgeted for two workshops. Those plans had to be abandoned as we received no response to repeated efforts to contact our IMLS program officer to obtain permission for spending on activities after the grant required by GMU.

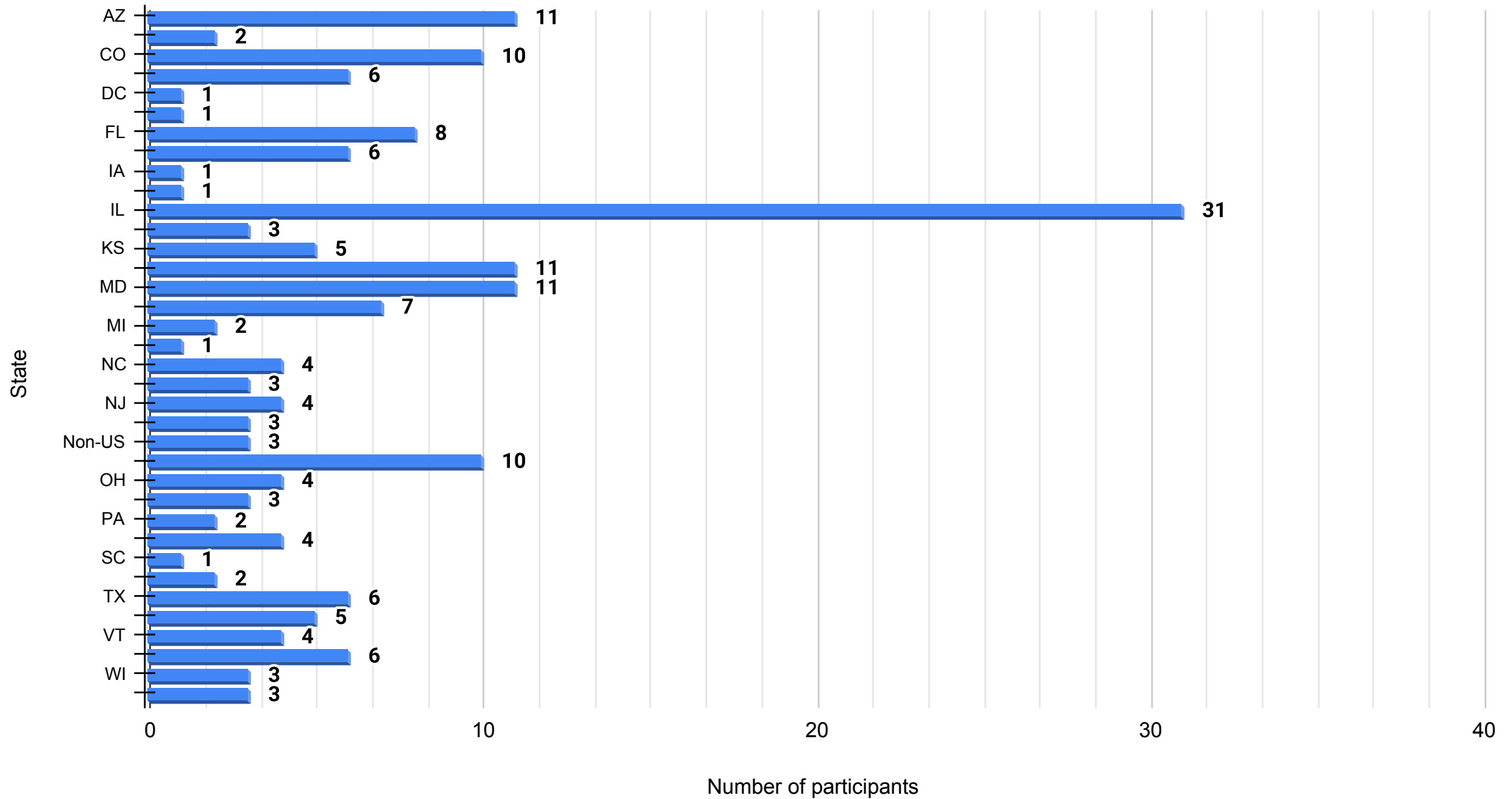
## **22. Appendices**

1. Course Participants by state
2. Course Outreach Data
3. Course promotion postcard
4. Compiled Course module survey responses
5. Course module completions
6. Evaluation survey instrument
7. Evaluation survey responses
8. Workshop materials
9. Open educational resource email blast

## Breakdown of Course Participants by State

STATE	NUMBER OF PARTICIPANTS
AZ	11
CA	2
CO	10
CT	6
DC	1
DE	1
FL	8
GA	6
IA	1
ID	1
IL	31
IN	3
KS	5
MA	11
MD	11
ME	7
MI	2
MT	1
NC	4
NH	3
NJ	4
NM	3
NON-US	3
NY	10
OH	4
OR	3
PA	2
RI	4
SC	1
TN	2
TX	6
VA	5
VT	4
WA	6
WI	3
WV	3

# Course Participants by State





# Course Outreach Data

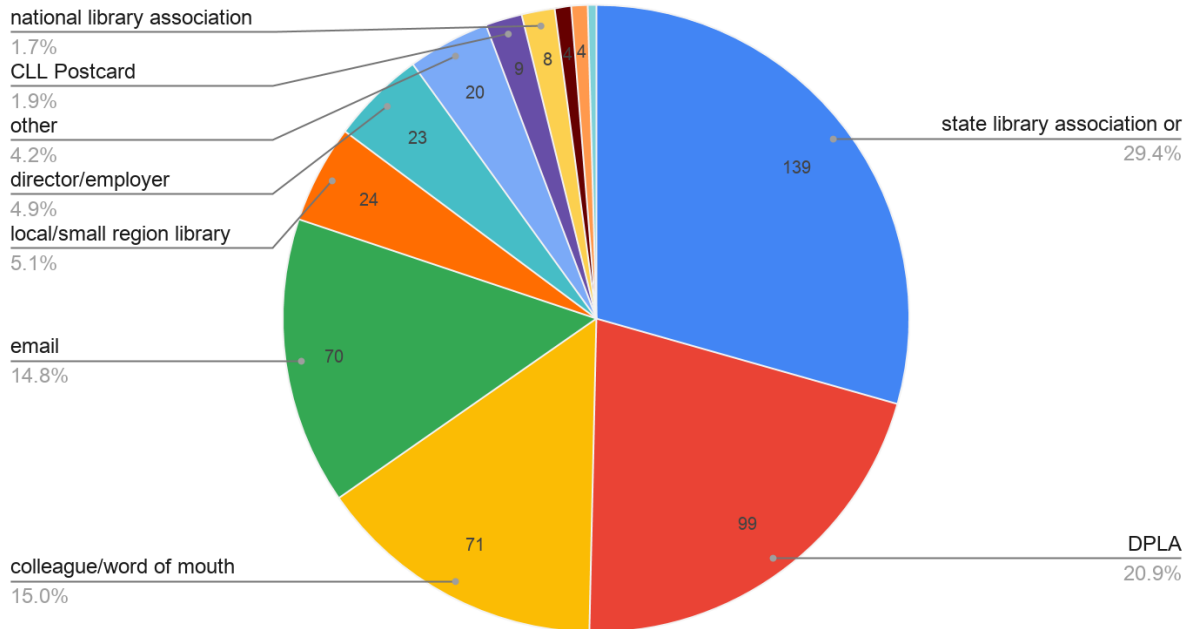
The Course Interest form contains a line, added in December 2018, which asks “How did you hear about Creating Local Linkages?” First this data was tidied to include only responses which answered this question and removing duplicates.

After reviewing the answers, we created twelve general categories of how people heard about the Creating Local Linkages course:

1	Creating Local Linkages Postcard
2	RRCHNM web presence (website and social media)
3	DPLA
4	local/small region library association or organization
5	state library association or organization email
6	regional library association or organization email
7	national association or organization email
8	email
9	director/employer
10	colleague/word of mouth
11	web search
12	other

Each row was then coded with the type for the response to the “How heard” question; in cases of uncertainty or dual answers, coding was up to the discretion of the coder. Results are as follows:

## How heard about CLL



## Total count breakdown:

CLL Postcard	9
RRCHNM web presence	4
DPLA	99
local/small region library assoc or org	24
state library association or organization email	139
regional library assoc or org email	4
national assoc or org email	8
email	70
director/employer	23
colleague/word of mouth	71
web search	2
other	20

Total number of respondents: 473

Responses coded with DPLA included both national-level communications and messages distributed by regional- or state-level DPLA organizations, specifically the Sunshine State Digital Network (Florida) and the Plains to Peak Collective (Colorado and Wyoming).

Among the state-level organizations mentioned by name, the most frequently mentioned (33 times) was RAILS: Reaching Across Illinois Library System, which works not only with public libraries but with school, academic, and special agency libraries in the state. Other frequently-mentioned state-level organizations include Digital Commonwealth (14) and the Massachusetts History Alliance (5), as well as Colorado Virtual Library (7).

Answers which were categorized as “other” include:

- WebJunction (<https://webjunction.org/>)
- Memory Lab Network Twitter feed
- Facebook post
- Online
- Social media
- Newsletter

Other answers of note:

- “Noodling around on the Colorado Virtual Library site”;
- “Email distribution list through Archives and Public History MA Program at NYU”; and
- MLA conference materials were mentioned by three respondents.

For the course outreach, therefore, email listservs were the most effective form of outreach, particularly from the DPLA and state-level organizations. They should continue to be useful as we move forward with promoting the website as a resource after the final course offering.

**Learn - Discuss - Share**

# **CREATING LOCAL LINKAGES**

**Free Online Professional  
Development so you can create  
digital local history projects &  
programming**

**[locallinkages.org](http://locallinkages.org)**

** @LocalLinkages**

**Local Linkages is an open access professional development curriculum for librarians. The program introduces them to historical research methods and digital history skills that they can share with their patrons. The curriculum is freely available on the website.**

In 2019 and 2020, Local Linkages offers taught courses where participants can ask questions of the expert instructors and share ideas with their fellow librarians from across the country, including current and previous students.

**REGISTER NOW at: <https://locallinkages.org/>**



**Roy Rosenzweig Center  
for History and New Media**



# Compiled Course Module Evaluations

I understood how to...	SDisagree	Disagree	Neither	Agree	SAgree	Total Responses	Total participants	Response Rate	Agree+Strongly disagree	Average Agree+ Strongly Agree for module
Identify a local history topic	4	1	2	4	28	39			0.8205128205	
Frame a good question about a local history topic	3	2	3	8	23	39			0.7948717949	
Locate appropriate sources for a local history topic	4	1	3	8	23	39			0.7948717949	
Set up an Omeka.net site	4	1	1	7	26	39			0.8461538462	
Use Omeka for a local history project	4	1	1	8	25	39	97	0.4020618557	0.8461538462	0.8205128205
Locate digital local history sources through major repositories	1	4		4	8	17			0.7058823529	
Evaluate and implement access, permissions, and usage rights for digital collections	2	4	1	7	4	18			0.6111111111	
Use metadata standards to describe digitized sources	2	3		8	3	16	59	0.2711864407	0.6875	0.668164488
Consider the origins of a primary source in order to understand it	5	3	1	8	4	21			0.5714285714	
Establish a primary source, its place in time, and understanding how features of the time period influence its content	4	4	1	6	5	20			0.55	
Determine both the content of the primary source and how that content is communicated	3	3	1	6	5	18			0.6111111111	
Identify points of agreement and disagreement across multiple primary sources	4	1	3	5	5	18	34	0.5294117647	0.5555555556	0.5720238095
Assemble key elements for understanding local, regional, and national contexts	3	2		1	4	10			0.5	
Evaluate historical narratives	3	2		6	5	16	35	0.4571428571	0.6875	0.59375
Plan and build a digital history exhibit using Omeka.net	2	2		5	12	21			0.8095238095	
Integrate primary and secondary source research	2	3	2	4	10	21	28	0.75	0.6666666667	
Plan for programming and outreach with your project	2	2	3	3	6	16	28		0.5625	0.6795634921

Course Module Completions

	Module 1	Module 2	Module 3	Module 4	Module 5
Course #1	23	11	7	7	6
Course #2	29	18	10	11	9
Course #3	31	19	9	9	5
Course #4	14	11	8	8	8
Total	97	59	34	35	28

## Workshop surveys

	SDisagree	Disagree	Neither	Agree	SAgree	Total reponses	Total Participants	Response Rate	A+SAgree
I learned how to locate digital sources of local history.			1	6	13	20	31	0.6451612903	0.95
I learned how to determine whether sources I've located are appropriate.			5	3	12	20	31	0.6451612903	0.75
I learned how to create metadata to describe my sources.		2	4	5	9	20	31	0.6451612903	0.7
I learned how to examine the content and context of the sources I've located.			2	4	14	20	31	0.6451612903	0.9
I learned how to place individual sources I've located within larger social, cultural, and economic contexts.			2	5	12	19	31	0.6129032258	0.8947368421
I learned how to plan for a well-constructed digital exhibit.		1	4	7	9	21	31	0.6774193548	0.7619047619
I began to consider new possibilities for outreach and/or public programming.			2	7	11	20	31	0.6451612903	0.9



# Program Survey

As part of reporting to IMLS, we are asking participants in Creating Local Linkages courses offered from 2019-2020 to reflect on their learning.

**\* Required**

1. In which course did you participate? \*

*Mark only one oval.*

- ☐ February-April 2019
- ☐ July-September 2019
- ☐ October-December 2019
- ☐ March-April 2020

2. 1. My understanding of digital local history has increased as a result of this program. \*

*Mark only one oval.*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

3. 2. My interest in digital local history has increased as a result of this program. \*

*Mark only one oval.*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

4. 3. I am confident I can apply what I learned in this program. \*

*Mark only one oval.*

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

5. How have you applied the skills you learned in the course to your institution's programming or patron relationships?

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6. Have you shared any resources or skills you learned from CLL with any colleagues, patrons, or others?

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7. Do you have any general feedback or reflections on the course that you'd like to share with the team?

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Google Forms

# Program Evaluation Survey Responses

Timestamp	1. My understanding of digital local history has increased as a result of this program.	2. My interest in digital local history has increased as a result of this program.	3. I am confident I can apply what I learned in this program.	How have you applied the skills you learned in the course to your institution's programming or patron relationships?	Have you shared any resources or skills you learned from CLL with any colleagues, patrons, or others?	Do you have any general feedback or reflections on the course that you'd like to share with the team?
2020/05/11 July-Septem		2	2	I haven't had the opportunity to do so yet. However, I am hoping that my institution will look into using Omeka for digital exhibits, and I apply the skills I learned during the course at 1 that time.	I shared Omeka with colleagues because I think it would be a great tool to create exhibits with. Now I just need to get everyone on board with the idea!	It's been awhile since I took the course, but I remember that I enjoyed it. I found it hard without any specific deadlines (except the last, of course). I guess I need a little more structure in my coursework! However, some people might enjoy the flexibility that a self-guided course provides. Overall, it was a nice course to make you think about the whole scope of a project/exhibit.
2020/05/11 July-Septem		1	1	I created a website with artifacts from our library's local history room, highlighting women's suffrage in our area. I've also interacted with several people who were directed to me because of the work I did. We hope to continue work on the local women involved in women's suffrage and include it in 1 future programming.	Yes, I was able to share my annotated bibliography with a librarian in another library system as well as a good bit of information I gleaned from the class with interested patrons and colleagues.	The course was helpful in giving the learner foundations for understanding and sharing local history. Our library will be able to do more with some of our lesser known artifacts in the future as a result.
2020/05/11 July-Septem		1	3	2 I haven't, yet	No, haven't had an opportunity	I was surprised that the main thrust of the course was to create a public-facing resource during the time allotted for the class. From the descriptions provided I thought it would be about "learning to do", so I didn't come into the course with a project I could actually "do". It kept me from completing the course since I wasn't able to pull something together in time.
2020/05/11 October-Dec		1	2	I've started an Omeka site that will share my library's 1 collections with patrons	Informally, so far	I found the course to be very helpful! I especially liked the focus on using Omeka, as I'd been wanting to use it but felt a little overwhelmed at how to get started. I gained an understanding of it in the class, and feel more confident about making a good Omeka site for my library now.
2020/05/11 July-Septem		4	1	1 No	Yes - I shared that the course was available and the things I learned from using Omeka	I wish that we would have been allowed to create our projects using a platform of our choice. My library does not use Omeka, so I wish I could have created things in the platform we use.
2020/05/11 July-Septem		1	2	Yes! Though I have not used the site as intended for my Radical Women exhibition it gave me insight on presenting 1 information and future projects.	Yes	This was a great program, it was very demanding but I actually was able to learn more bout Omeka than I learned in my other two graduate courses. I just feel that the graduate classes don't have time to do the scaffolding that you all did. I really, really loved this class and it confirmed my commitment to working to make history transparent and engaging for the public.

2020/05/11 : February-Apr	1	1	I researched the history of mid-century modern architecture in the town I'm a librarian in. I visited the local historical society and studied photos, newspaper articles, architectural renderings, floor plans, deeds and more to get started on this project. Next, I scanned documents of interest, described them with the appropriate metadata, and organized them into digital collections in Omeka. I learned how to do much of this from the Local Linkages course. I also learned the importance of telling a hiSTORY through this course, which basically involved forming an argument and talking about the historical significance of the collections I was presenting.	no (or not yet)	It would be nice for this course to feature synchronous content
2020/05/12 : February-Apr	3	3	3 No	No	It seemed to me that this was really set up for a museum setting. I was looking for a way to show off our local history collection, but was constantly required to put it in context and do a lot of research. That wasn't my goal for this collection and I wasn't able to do the project for the class without that, even though one of the examples was an organization that was just putting their stuff out there and asking for identification/transcription services. This course didn't serve me in my small public library as I had hoped and I ended up completing all but the last assignment and not finishing the class. The completion rate was very low in my session of this class.
2020/05/12 : October-Dec	2	1	By evaluating our existing and potential future digital collections (i.e. ones yet to be digitized) for importance to the community, by working to design future relevant oral history work as we strive to revitalize a dormant oral history program, and by further work with Omeka.	Yes - discussions of how to connect digital and to-be-digitized collections with community groups.	Course instructors were very responsive to questions and problems, and gave great feedback on course assignments. The detailed guidelines, especially for use of Omeka, were very helpful.
2020/05/12 : February-Apr	1	1	Yes. We are developing a digital archive at my library	Yes - with my staff	
2020/05/13 : October-Dec	5	4	It has made me more aware of what data is worth keeping to digitize. Also has shown me how text needs to have visuals to make the database more readable and interesting to patrons	Yes. I discussed the software with my director. I also attended a program at PLA that a library presented who had created a website with the database that I used in the class.	I enjoyed the class. I think it would be helpful when describing the class to let it be know to those signing up that they will need to gather materials that they think would have enough content to create a website. It wasn't clear to me that was the end goal. I would have used the time prior to the class gathering up materials.
2020/05/13 : March-April :	1	1	I have begun to mentally frame historical questions within contexts, and answering them in the whole, not just in part.	Yes. We are now working on a fairly massive local history project at our institution.	If the course is run in the future, please allot more time for it. This course is easily at a Master's level, and two months is far too short a time to easily complete it.

# CREATING LOCAL LINKAGES

## Schedule

**9.00:** Welcome & Introductions

**9.15:** Digital History Exhibits in Omeka

**10.15:** Sources for Local History

**11.00:** Adding items to Omeka

**12.00 – 1.00** - Lunch

**1.00:** Thinking about historical questions

**1.30:** Analyzing Sources of Local History

**2.30:** Creating an Exhibit in Omeka

**3.30:** Public Programming for Digital Local History

**4.00** - Workshop Ends

Workshop Resources:

<https://locallinkages.org/workshops/workshop-resources/>

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# Locating local history digital primary sources

- American Memory Collection (Library of Congress)
- National Archives and Records Administration
- Digital Public Library of America
- Internet Archive
- Umbra Search



# **Locating local history digital primary sources: state portals**

- Virginia Memory (Library of Virginia)
- Maryland Historical Society
- Archives of Maryland Online
- Dig DC

Library of Congress Digital Portals to State History

National History Day Affiliates Directory of Resources

# **Locating local history digital primary sources: other**

- Chronicling America
- Sanborn Maps
- HathiTrust Digital Library

# Sources related to your question

- Find a **map** related to your research question.
- Find an **image** related to your research question.
- Find a **document** related to your research question

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# **To unveil an inclusive picture of the past begin with good historical questions**

- Focus on events, people, communities & locations, and understanding how and why things change over time
- Frame topics in different contexts and time scales
- Consider topics in terms of the larger context of the surrounding places, region, and nation

## Topic: the arrival of a new group in the population

Contexts	Questions	Time Frames
Residences & Neighborhoods	Where did the new group live & why?	<ul style="list-style-type: none"><li>– the years immediately after the group arrived</li><li>– the first generation</li><li>– the second generation</li><li>– across multiple generations.</li></ul>
Work & Business	Where did they work, and why? What businesses did they establish, and why?	
Education	Where did their children go to school, and why?	
Community Organizations	What religious groups, organizations and events did they join and establish, and why?	
Family	Who did they marry and how many children did they have, and why?	

# Frame a local history question

- Choose one topic; in making that choice consider:
  - What topics and events play a prominent role in your community's past?
  - What historical topics have received limited attention?
  - What historical topics are of interest to your patrons and community?
  - What historical topics are of particular interest to you?
  - What historical topics have sufficient sources in your collection or those of other local organizations?
- Choose a context in which to explore that topic
- Choose a timeframe in which to explore that topic
- Frame a question about how and why change occurred in your topic

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Topic:		
Contexts	Questions	Time Frames



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## TOPICS & QUESTIONS IN LOCAL HISTORY

This table draws on those lists and is intended to help clarify local history topics that can be explored and bring into focus some specific questions and issues.

The table is a guide, opening paths from a topic to a question, and from a general question to a more specific question. It also includes an overview of the sources that can be used to answer those questions.

You can also reverse how you read the table; you can begin with the sources you have, and explore the topics they contain and the questions that they can be used to answer.

TOPICS	QUESTIONS	SOURCES
EVENTS	<p>Crisis - epidemic, natural disaster:</p> <ul style="list-style-type: none"> <li>• how did the community respond, who were the leaders, what institutions were created?<sup>1</sup></li> </ul>	<p>Newspapers Maps Census Government records Letters &amp; diaries</p>
	<p>Civil War / WW1/ WW2 / Vietnam War:</p> <ul style="list-style-type: none"> <li>• Who went to war, how did their families fare, what did women do in the war effort, who did not participate or resisted service, why did the community respond in varying ways, and how did the population and environment change during and after the war? <sup>2</sup></li> <li>• What ties with military or service organizations were maintained once active duty ended? What use was made of veterans' benefits?<sup>3</sup></li> </ul> <p>Nineteenth Amendment (Women's Suffrage):</p> <ul style="list-style-type: none"> <li>• Who was for suffrage, who was against it, and did they express their displeasure? Was the local fight fought on the same grounds as the national battle? Was the leadership local or from outside the community? Did new voters change local politics?<sup>4</sup></li> </ul>	<p>Newspapers Census schedules Memorials Veterans Organization records Military service records Pension records Letters &amp; diaries</p>
	<ul style="list-style-type: none"> <li>• Did your town ever suffer a serious economic downturn? What happened, and how was it reversed (if it was)?</li> <li>• Have there ever been any major failures—of businesses or banks—that affected your town? What were the repercussions?</li> </ul>	<p>Newspapers Letters &amp; diaries</p>
<p>COMMUNITIES</p> <p><i>A company or business:</i></p>	<ul style="list-style-type: none"> <li>• How and why a company was founded, by who, how it expanded its operations (or failed to do so), how its management structure and style evolved, how it interacted with competitors, how it found a market for its products<sup>5</sup></li> <li>• Why was the location chosen - were the founders local, were local labor conditions a factor, was the connection to communications and transportation a factor?<sup>6</sup></li> <li>• Who worked for the firm? Did it change - how and why? What impact did it have on community - did it try to train, educate and even control workers? Did it give opportunities to disadvantaged, minorities?</li> <li>• How did business leaders work with community</li> </ul>	<p>Printed histories (on occasion of anniversaries) - pamphlet, book, newsletter, featured in newspaper, in county histories</p> <p>- records in firm's offices, or in local libraries or historical societies</p> <p>- annual reports, advertising, photos, papers of businessmen</p> <p>Legal records -</p>

	<p>leaders? What trade associations did firm belong to? When did they join? Did they take a leading role?<sup>7</sup></p>	<p>contracts, litigation</p> <ul style="list-style-type: none"> <li>- accounting records - ledger books -- reveal customers, costs, supplies &amp; suppliers</li> <li>- marketing &amp; advertising = distribution, where sold, who purchased</li> </ul> <p>Workers might not be in company records, so check newspapers, census schedules, city directories<sup>8</sup></p> <p>Census of manufactures Reports of government regulatory agencies Court decisions and records Credit reporting agencies</p>
<p><i>Organizations</i></p> <ul style="list-style-type: none"> <li>- <i>Religious groups and denominations</i></li> <li>- <i>Branches of children's organizations (Scouts etc)</i></li> <li>- <i>Fraternal, civic, patriotic, charitable, professional, recreational, social, political, or similar voluntary membership organizations</i></li> <li>- <i>Cultural institutions (museums, libraries, theaters, performance groups,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Who created, who led, who joined, who left (&amp; why)</li> <li>• What were goals, what conflict (&amp; how resolved), what are they proud of, what traditions has it claimed?</li> <li>• When did it begin, when did it experience dramatic changes in membership, when did it take new directions, when have significant leadership changes taken place, when has it celebrated significant milestones?</li> <li>• Where did members come from, where did it build, where did members spend their time, where were its most powerful competitors?</li> <li>• How has it expressed its beliefs in practices, how has power been distributed, how has it made decisions, how has it spent its money, how has it responded to social changes &amp; changes in the community / neighborhood, how has it told its story<sup>9</sup></li> <li>• What sorts of performances, parades, lectures, exhibitions, or other activities have these institutions held over the years?</li> <li>• How has the organization felt and acted toward</li> </ul>	<p>Official documents - deeds, constitution, mortgages</p> <ul style="list-style-type: none"> <li>- fundraising brochures and anniversary booklets</li> <li>- records of pastoral acts - baptism, wedding, burial, financial records, minutes of board/ decision-making body &amp; other groups</li> <li>- official reports to denomination [for patterns of growth and organization, decisions, leaders]</li> <li>- publications (newsletters, magazines etc), writings by leaders, worship/service bulletins [for</li> </ul>

<i>broadcasting stations, publications, and festivals)</i>	other groups and the community as whole? <sup>10</sup>	attendance, giving, hymn preferences and sermon topics and texts - for shifts in worship practice)  - Buildings Letters & diaries
<i>Education</i>  - Public, private and parochial schools - Preschools, colleges - Trade and business schools, adult evening classes	<ul style="list-style-type: none"> <li>• When did formal education appear? In what ways did it grow and change? When did it go through major periods of growth and change? What sort of educational opportunities became available, and what sort disappeared? Who was responsible for founding schools or changing them?</li> <li>• When were specific buildings built, remodeled, sold or destroyed? How were the buildings used?</li> <li>• Administration: Who? How was educational policy determined?</li> <li>• What was mission of the institution? What was the degree to which it achieved its goals? Was the preferred form of discipline harsh or gentle? How did the disciplinary process fit with the mission of the institution? When and in what ways did discipline change?</li> <li>• What was the form of learning?<sup>11</sup></li> <li>• Who attended different institutions? For how long? Did more girls or boys attend? Which groups quit early or never attended? Did attendance vary at different times of year? Did those patterns change?</li> <li>• Did all groups have the same curriculum, discipline, teachers, extracurricular activities, and treatment?</li> <li>• What became of the students?</li> <li>• Who taught, and for how long? When, how and why did women come to dominate? At what age did teachers begin? What was expected of teachers? What role did they have in the community? How did the institution respond to good or bad teachers?<sup>12</sup></li> </ul>	Published sources --institutional course catalogues, faculty and student handbooks --publications of professional organizations of educators - newsletters, journals -- reports of institutions, governing bodies, statistics gathered by state education departments, records of parent-teacher organizations <sup>13</sup> Textbooks, yearbooks, ephemera such as report cards, diplomas, merit awards, trophies, bells, mascots and insignia, playground equipment, classroom equipment Newspapers Maps Buildings Photographs (buildings, students, staff, events) Census Letters & diaries  Manuscript sources - Minutes of board of trustees, public school board <sup>14</sup>
<i>Work</i>	<ul style="list-style-type: none"> <li>• What did most people in your town do for work</li> </ul>	Census Newspapers

	50/100/150 years ago? <sup>15</sup> Why did their work change or stay the same?	City directory Letters & diaries
<i>Population</i>	<ul style="list-style-type: none"> <li>Which Native American tribes lived in your area? What happened to them?<sup>16</sup></li> <li>When and why did different ethnic and racial groups arrive in your community? What institutions did they establish? Did they provoke a hostile reaction - in what form? What festivals etc did they observe?</li> <li>Was slavery ever legal in your town? When? If it was, how many enslaved people lived in the area, and what kind of work did they do? Why did the law change when it did?<sup>17</sup></li> </ul>	Census Newspaper Maps Legal records Letters & diaries
<i>Crime</i>	<ul style="list-style-type: none"> <li>What were the most common crimes 50/100/150 years ago, and how were they handled?<sup>18</sup></li> <li>How did patterns of crime compare with national norms?</li> <li>Who have been the police? Who have been the criminals?<sup>19</sup></li> </ul>	Court records Newspapers Police records Local government records Prison records Buildings – courthouse, prison, police station Photographs
<i>Politics</i>	<ul style="list-style-type: none"> <li>What political issues and movements have arisen in the community?</li> <li>How and why have they aroused, divided, or united individuals, neighborhoods, or groups within the community?</li> <li>What have been the patterns of participation and preference in elections?</li> <li>How have defeated individuals and groups responded and been treated?<sup>20</sup></li> </ul>	Newspapers Organization records Letters & diaries
FAMILIES	<ul style="list-style-type: none"> <li>Who was considered to be a member of the family? How many children were part of the family? Was the birth of children evenly spaced, planned, or unexpected? Where were children born?</li> <li>Where did the family live? Did they move?</li> <li>If friends, boarders, or servants lived with the family, who were they, why were they there, what was expected of them, and how were they treated?</li> <li>Did elderly persons live in their own homes, with their children, in retirement communities, or in old-age homes?</li> </ul>	Census: tabulations over time & schedules Cemeteries Houses Maps Letters & diaries

	<ul style="list-style-type: none"> <li>• If related families lived in the same neighborhood or community, what was the nature of their interaction with one another?</li> <li>• Did family members who had moved away return to the family home for visits or extended residence?<sup>21</sup></li> </ul>	
<i>Children</i>	<ul style="list-style-type: none"> <li>• What role, if any, did family members or outsiders—friends, neighbors, professionals—play in birth, adoption, and childcare?</li> <li>• Why and how did relationships between parents and children change as people aged?</li> <li>• What were the family's attitudes and experiences with adoption, foster care, institutionalization?</li> <li>• What level of schooling did family members achieve?</li> <li>• What schools did they attend, and how did they get there?</li> <li>• Did they serve apprenticeships, undergo special training in the military, or obtain other types of education? If they went to college, how did they finance it and what did they study?</li> <li>• What clubs and activities did children participate in?<sup>22</sup></li> </ul>	Census Photographs Newspaper Organization records Military records Letters & diaries
<i>Family events</i>	<ul style="list-style-type: none"> <li>• How has the family's diet and clothing changed over the years?</li> <li>• How did changing technology affect the family; that is, when and how did such things as piped water and fuel, electricity, telephones, cars and trucks, radios, vacuum cleaners, refrigerators, televisions, microwave ovens, computers, cell phones, and so forth come into use, and what impact did they have?</li> <li>• What kind of family celebrations and reunions were held?</li> <li>• What holidays and special occasions were observed, and how?</li> <li>• In what kinds of social activities did the family engage?<sup>23</sup></li> </ul>	Photographs Recipe books Newspapers Letters & diaries
<i>Family activities</i>	<ul style="list-style-type: none"> <li>• How did members of the family earn a living?</li> <li>• What was the nature and extent of military service by family members?</li> <li>• To what extent were family members involved in community affairs, charitable activities, reform movements, or local government?</li> <li>• How and why did they or did they not participate?</li> <li>• How, if at all, did they benefit from being socially</li> </ul>	Census Newspapers Organization records Letters & diaries

	<ul style="list-style-type: none"> <li>or politically active?</li> <li>How and why did the pattern of participation change from generation to generation?</li> </ul>	
<i>Marriage</i>	<ul style="list-style-type: none"> <li>Who married – where did they come from, how did a couple meet, how did courtship occur, at what age?</li> <li>What ceremonies, rituals (including gifts and honeymoons) accompanied marriage?</li> <li>Who divorced, when, for what reasons, with what consequences?</li> <li>Did these practices change across generations? If so, why?</li> </ul>	Newspaper marriage announcements Legal records Letters & diaries
<i>Sickness &amp; death</i>	<ul style="list-style-type: none"> <li>Who cared for sick, aged, orphaned, disabled, or dependent family members?</li> <li>What were the family's practices in the event of a death?</li> <li>Where, if anyplace, were family members buried?</li> <li>Who inherited what?<sup>24</sup></li> </ul>	Cemeteries Legal records Organization records Letters & diaries Letters & diaries
LOCATIONS	<ul style="list-style-type: none"> <li>Why was your town settled?</li> </ul>	
<i>Residences</i>	<ul style="list-style-type: none"> <li>When was the building built? What was its architectural style?</li> <li>What were its dimensions? How many rooms (and of what size and nature) did it contain? Were bathrooms an original feature, a later addition, or missing? Why?</li> <li>Did the building have porches or balconies?</li> <li>Was it one of a kind, similar in style to others in the community, identical to others in the neighborhood constructed at the same time?</li> <li>Did it ever undergo substantial remodeling or expansion? When? How? Why?</li> <li>How was sleeping, living, and working space arranged?</li> <li>How was the building heated, cooled, and illuminated? Did the building have fireplaces, indoor plumbing, electricity, or other features?</li> <li>How was the house or apartment decorated and furnished? How was the kitchen equipped?</li> <li>How much property surrounded the building, and how was it used (farm, yard, garden, parking, business)? What is the history of other structures on the property?</li> <li>Who lived in the building?</li> <li>Was it owner occupied or rented?</li> <li>Was it used for any purposes other than housing?</li> <li>When and how did ownership of the property</li> </ul>	Maps Town Plans Newspapers Photographs City directories - names, addresses, occupations, sometimes race, information on ownership, businesses -plat maps [shape, size, legal descriptions and ownership of land] - surveyors notes [descriptions of flora and terrain] - deeds (at county courthouse) - arranged sequentially = chain of property owners = names, residences - can include birth, marriage, divorce, death of owners - also can identify restrictions on use of property - mortgages, liens -tax records - name of

	<p>change?</p> <ul style="list-style-type: none"> <li>• Did owners and tenants have conflicts?</li> <li>• Did local government agencies ever inspect or condemn the property?</li> <li>• Was it ever seized for nonpayment of taxes or mortgages?<sup>25</sup></li> </ul>	<p>owner, assessment value - improvements to property like remodeling, pools</p> <ul style="list-style-type: none"> <li>- building permits - details of construction, plans, public utility</li> <li>- court records = law suits, wills &amp; probate inventory of property, divorce<sup>26</sup></li> </ul> <p>Letters &amp; diaries</p>
<p><i>Public places</i></p> <ul style="list-style-type: none"> <li>- federal presence</li> <li>- post offices</li> <li>- city halls, courthouses, capitols</li> <li>- cultural institutions - churches, schools, libraries, museums</li> <li>- market places, commercial structures, accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• who built, why, when planned &amp; completed, who designed</li> <li>• public aspects - relation to street &amp; immediate surroundings, what makes it part of group, what makes it monumental or landmark, how do passers-by relate to it, how is it connected to community as a whole</li> <li>• private aspects - what makes it unique, how used &amp; adapted over years, how was it financed, what is its style, does it say anything about a particular person or group</li> <li>• people dimension - how does structure manage people or influence their behavior, does it isolate people or bring them together</li> <li>• site &amp; situation - how does it fit into community plan, has physical geography influenced the structure, relationship to transportation, was it affected by zoning laws</li> <li>• time dimensions - has community around structure changed, has site or structure reflected changes, has it been remodeled<sup>27</sup></li> <li>• What were the most significant development projects to take place in your town? When did they happen? Were they contested?<sup>28</sup></li> </ul>	<p>Maps</p> <p>Photographs</p> <p>Plans</p> <p>Newspapers</p> <p>Letters &amp; diaries</p>
<p><i>Monuments</i></p>	<ul style="list-style-type: none"> <li>• History</li> <li>• Design</li> <li>• Materials</li> <li>• Site</li> <li>• Inscriptions</li> <li>• Connections (with other people, places &amp; times)</li> <li>• Subsequent life<sup>29</sup></li> </ul>	<p>Maps</p> <p>Photographs</p> <p>Plans</p> <p>Newspapers</p>
<p><i>Neighborhoods</i></p>	<ul style="list-style-type: none"> <li>• How is the neighborhood defined?</li> <li>• What, if anything, is its central focus?</li> <li>• What are its boundaries, and what distinguishes it</li> </ul>	<p>Census</p> <p>Maps</p> <p>Newspapers</p>



	<p>from adjacent areas?</p> <ul style="list-style-type: none"> <li>• How and why have the size, shape, and image of the neighborhood changed over the years?</li> <li>• What sorts of structures and open spaces could be found in the neighborhood at various stages in its history?</li> <li>• Was it built up over a period of years or developed as one coherent project?</li> <li>• How is the nature of its development evident?</li> <li>• How and why have architectural styles varied or remained the same?</li> <li>• Where did residents go to work, shop, obtain services, worship, and seek entertainment or recreation?</li> <li>• How did they travel? How easy or difficult was it to move beyond the neighborhood?</li> <li>• What have been the important institutions in the neighborhood (parks, union halls, churches, taverns, libraries, theaters, sporting venues, stores, office buildings, shopping malls, schools, hospitals, factories, prisons, others), and what has been their role in the neighborhood's history?</li> <li>• Who has lived in the neighborhood?</li> <li>• What family or other ties linked various households?</li> <li>• What groups (ethnic, religious, occupational, or social) and economic classes have been represented? In what proportions?</li> <li>• How has this situation changed over time? Has one dominant group been replaced by another? Have various groups clashed?</li> <li>• What caused people to move into and out of the neighborhood?</li> <li>• How and why have events, activities, or problems brought residents of the neighborhood together, if at all?</li> <li>• Have there been neighborhood parties, festivals, parades, or other celebrations?<sup>30</sup></li> </ul>	<p>Buildings Letters &amp; diaries</p>
<i>Infrastructure</i>	<ul style="list-style-type: none"> <li>• When did paved roads, telephones, electricity, streetlights, water, trash collection and disposal arrive – and who got it?<sup>31</sup></li> <li>• What forms of transportation served your town – canals, railroads, highways, airports, buses, trams?<sup>32</sup> When and why were they introduced and discontinued? Where were they located?</li> </ul>	<p>Maps Town plan Government records Letters &amp; diaries Newspapers</p>
<i>Environment</i>	<ul style="list-style-type: none"> <li>• Are there flora and fauna that used to grow in</li> </ul>	<p>Maps Town plan</p>

	<p>your town that are now gone? Conversely, does the area now have any common flora and fauna that weren't around 50 years ago?<sup>33</sup></p> <ul style="list-style-type: none"> <li>• How has the natural situation, the atmosphere, air and water quality, climate, terrain, and presence or absence of natural resources changed over time?</li> <li>• How have these factors influenced the allocation of space and the design of buildings?</li> <li>• How have they affected family, neighborhood, and community life?<sup>34</sup></li> </ul>	<p>Photographs Letters &amp; diaries</p>
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# CREATING LOCAL LINKAGES

## Locating local history digital primary sources

### National Collections

- Library of Congress Digital Collections: <https://www.loc.gov/collections>
- National Archives and Records Administration: <https://www.archives.gov/>
- Digital Public Library of America: <https://dp.la/>
- Internet Archive: <https://archive.org/>
- Umbra Search African American History: <https://www.umbrasearch.org/>

### State Portals

- Library of Congress Digital Portals to State History (2013):  
<https://blogs.loc.gov/thesignal/2013/09/71-digital-portals-to-state-history/>
- National History Day Affiliates Directory of Resources:  
<https://www.nhd.org//affiliate>
- Delaware Public Archives: <https://archives.delaware.gov/digital-archives/>
- University of Delaware Library, Museums & Press Digital Collections:  
<https://library.udel.edu/digital-collections/>
- Maryland Historical Society: <https://www.mdhs.org/>
- Archives of Maryland Online:  
<http://aomol.msa.maryland.gov/html/index.html>

### Other sources

- Chronicling America: <https://chroniclingamerica.loc.gov/>
- Sanborn Maps: <https://www.loc.gov/collections/sanborn-maps>
- HathiTrust Digital Library: [https://www.hathitrust.org/digital\\_library](https://www.hathitrust.org/digital_library)

# CREATING LOCAL LINKAGES

## Analyzing Maps with DOGSTAILS

<b>D is for Date:</b> placing the map within its appropriate historical and chronological context -When was the map created?	
<b>O is for Orientation</b> -What are the principal directions on the map? How are they displayed?	
<b>G is for Grid</b> -What kind of grid system is used?	
<b>S is for Scale</b> -Is there a scale present? If so, what is it?	
<b>T is for Title</b> -What is the name of the map? <ul style="list-style-type: none"><li>This may seem to be a very easy question to answer; however, by focusing on the title of the map, you are considering what is being communicated by the map.</li></ul>	

<p>-Where was the map created?</p> <p>-Who is the intended audience of the map?</p> <p>-When was the map created?</p>	
<p><b>A is for Author</b></p> <p>-Who created the map--an individual? An organizational entity?</p>	<p><i><b>From the Missouri Historical Society:</b></i></p> <p>Camille Noel Drie was born on Christmas Day 1842, in Vièverge, Cote D'or, France. He received a diploma from the <i>Conservatoire National des Arts et Metiers</i> in Paris in August 1858, presumably for some sort of mechanical drafting. He came to the United States in August 1864, during the height of the Civil War, and enlisted in the U.S. Army Company F, 15th New York Volunteer Engineers. He served with the company as a draftsman until May 1865, when the war ended. His name disappeared for a while, and then reappeared in July 1870 when he married Ms. Carrie Block in Louisiana. With his new bride and a young son, Dry spent the next three years bouncing across six southern states making panoramic town maps.</p>
<p><b>I is for Index</b></p> <p>-Are both an alphabetical listing of places and a grid present on the map?</p>	
<p><b>L is for Legend</b></p> <p>-Is there a legend present that explains the symbols present on the map?</p>	

**S is for Sources:** Identifying the sources allow you to examine and assess the validity of the map as a source.

-What sources are used to create the map?

<b>Title of the Document:</b>	<i>Address at the celebration of Emancipation Day</i>
<b>S is for Subject:</b> The general topic, content, idea in the text.  You should be able to state the subject in a few words or phrases.	
<b>O is for Occasion:</b> The time and place of the piece; the context that prompted the writing.  Note the larger occasion, that is, the <i>broad</i> issue which is the center of ideas, attitudes, and emotions.	
<b>A is for Audience:</b> The group of readers to whom this piece is directed. <ul style="list-style-type: none"> <li>Does the author identify an audience? Is it one individual, a group, many groups? What assumptions can you make about the intended audience?</li> </ul>	
<b>P is for Purpose:</b> The speaker's reason for writing the text. <ul style="list-style-type: none"> <li>What does the speaker want the audience to think or feel or do as a result of reading this text?</li> </ul>	

<p><b>S is for Speaker</b></p> <ul style="list-style-type: none"> <li>• What facts do you know about the speaker? (These facts may help you make judgments about the speaker's point of view).</li> <li>• What assumptions can you make about the speaker? (e.g., age, gender, class, emotional state, etc.)</li> <li>• What does the writing say about the speaker?</li> </ul> <p>*Remember that the author and the speaker are not always the same</p>	<p><b><i>From the West Coast Star, March 27, 1875:</i></b></p> <p>It is with feelings of sincere regret that we are called upon to chronicle the sudden death of Col. H. L. Pike, of this place, who died Thursday night, the 25th inst., of exhaustion.</p> <p>The Colonel fought in the late war for the Union, was a brave soldier, an able writer, a great thinker, and an honest and upright citizen. He was affable, genial and pleasing in his manner almost to a fault. He came to California about three years ago, and soon after his arrival was employed on the editorial staff of the S. F. Chronicle, where he remained for some time. In 1873 he came to Mendocino and with us commenced the publication of the <i>Star</i>, and since that time has resided in this place. His father, Hon. Daniel T. Pike, and mother reside in Augusta, Maine, of which place he was also a native. Col. Pike was about 31 years of age and was on the retired army list with the full pay of Colonel. He leaves a large circle of friends and acquaintances on this coast to regret his sudden and untimely death.</p>
<p><b>Tone is for Tone</b></p> <ul style="list-style-type: none"> <li>• The attitude of the speaker toward the subject.</li> <li>• What emotional sense do you take from the piece?</li> <li>• What is the speaker's tone towards his or her subject?</li> </ul>	



<b>Title of the Document:</b>	<i>Ninth Anniversary of the Proclamation of Emancipation invitation</i>
<b>S is for Subject:</b> The general topic, content, idea in the text.  You should be able to state the subject in a few words or phrases.	
<b>O is for Occasion:</b> The time and place of the piece; the context that prompted the writing.  Note the larger occasion, that is, the <i>broad</i> issue which is the center of ideas, attitudes, and emotions.	
<b>A is for Audience:</b> The group of readers to whom this piece is directed. <ul style="list-style-type: none"> <li>Does the author identify an audience? Is it one individual, a group, many groups? What assumptions can you make about the intended audience?</li> </ul>	
<b>P is for Purpose:</b> The speaker's reason for writing the text. <ul style="list-style-type: none"> <li>What does the speaker want the audience to think or feel or do as a result of reading this text?</li> </ul>	

<p><b>S is for Speaker</b></p> <ul style="list-style-type: none"> <li>• What facts do you know about the speaker? (These facts may help you make judgments about the speaker's point of view).</li> <li>• What assumptions can you make about the speaker? (e.g., age, gender, class, emotional state, etc.)</li> <li>• What does the writing say about the speaker?</li> </ul> <p>*Remember that the author and the speaker are not always the same</p>	<p><b><i>-Friday Jones (1810-1887), from Documenting the American South:</i></b>          Jones was born enslaved in 1810, within 15 miles of Raleigh, North Carolina. Tormented and threatened by his owners, Friday Jones repeatedly ran away and was hired out to other masters; he also intervened repeatedly in the (attempted and actual) sales of his wife and children. He helped build North Carolina's Capitol building during the 1830s, after the original State House burned in 1831. After the war, Jones worked as a night watchman at the Capitol building and helped found the First Colored Baptist Church of Raleigh. He later moved to Washington, DC. Friday Jones died in 1887.</p> <p><b><i>-Charles Hunter (c. 1852-1931), from the University of North Carolina:</i></b>          Born into slavery in Raleigh, Hunter became a journalist, educator, historian, and public voice for the African-American community in North Carolina.</p>
<p><b>Tone is for Tone</b></p> <ul style="list-style-type: none"> <li>• The attitude of the speaker toward the subject.</li> <li>• What emotional sense do you take from the piece?</li> <li>• What is the speaker's tone towards his or her subject?</li> </ul>	

# CREATING LOCAL LINKAGES

## Omeka Site to Review

Guilford Keeping Society Archives - <https://gks.omeka.net/>

Asking questions of a local digital history site:

- What is the topic and purpose of this site?
- Can you find an about page? What does it tell you? What doesn't it tell you?
- What is the content of the site – what kinds of material does it contain?
- How is the content organized?
  - What kind of sources does it use?
  - How does it describe those sources (What metadata standard and which fields does it use? What information is provided in those fields? How consistent is it?)
- What question(s) does this pose and/or answer?
  - How does it use historical sources to pose and/or answer questions? How much context does it provide for the sources it presents?
  - How are the site's exhibits organized? Are the pages easy to read? Is each page an appropriate length – was there an overwhelming amount of text? Did you scroll all the way to the bottom of each page?
  - How effective are the answers the site offers to the questions it poses?
- Compare the three sites you reviewed: Based on these examples, what makes for an effective Omeka digital local history site?

# CREATING LOCAL LINKAGES

## Omeka Site to Review

Ozarks Afro-American Heritage Museum

Online <https://oaahm.omeka.net/>

Asking questions of a local digital history site:

- What is the topic and purpose of this site?
- Can you find an about page? What does it tell you? What doesn't it tell you?
- What is the content of the site – what kinds of material does it contain?
- How is the content organized?
  - What kind of sources does it use?
  - How does it describe those sources (What metadata standard and which fields does it use? What information is provided in those fields? How consistent is it?)
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# CREATING LOCAL LINKAGES

## Omeka Site to Review

Crisis at Mansfield <https://mansfieldcrisis.omeka.net/>

Asking questions of a local digital history site:

- What is the topic and purpose of this site?
- Can you find an about page? What does it tell you? What doesn't it tell you?
- What is the content of the site – what kinds of material does it contain?
- How is the content organized?
  - What kind of sources does it use?
  - How does it describe those sources (What metadata standard and which fields does it use? What information is provided in those fields? How consistent is it?)
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# CREATING LOCAL LINKAGES

## Omeka Site to Review

History of Agnes Scott College. <http://agnesscott.omeka.net/>

Asking questions of a local digital history site:

- What is the topic and purpose of this site?
- Can you find an about page? What does it tell you? What doesn't it tell you?
- What is the content of the site – what kinds of material does it contain?
- How is the content organized?
  - What kind of sources does it use?
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# CREATING LOCAL LINKAGES

## Omeka Site to Review

Cork County Library Digital Studies Local Library

<http://www.corklocalstudies.ie/>

Asking questions of a local digital history site:

- What is the topic and purpose of this site?
- Can you find an about page? What does it tell you? What doesn't it tell you?
- What is the content of the site – what kinds of material does it contain?
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# CREATING LOCAL LINKAGES

## Omeka Site to Review

Floyd County History Collection <http://history.fclib.org/>

Asking questions of a local digital history site:

- What is the topic and purpose of this site?
- Can you find an about page? What does it tell you? What doesn't it tell you?
- What is the content of the site – what kinds of material does it contain?
- How is the content organized?
  - What kind of sources does it use?
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# CREATING LOCAL LINKAGES

## Omeka Site to Review

Stradbroke Village Archive <http://www.stradbrokearchive.org.uk/>

Asking questions of a local digital history site:

- What is the topic and purpose of this site?
- Can you find an about page? What does it tell you? What doesn't it tell you?
- What is the content of the site – what kinds of material does it contain?
- How is the content organized?
  - What kind of sources does it use?
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## Open Educational Resource Email Blast



[Creating Local Linkages \(CLL\)](#) is a project from the Roy Rosenzweig Center for History and New Media funded by the Institute of Museum and Library Services. This free online resource provides training for public librarians to create digital local history project, highlight local collections, and connect with patrons.

The website includes materials adapted from a course offered to public librarians in 2019 and 2020. These resources introduce the basics of digital local history, including how to find and analyze primary sources, put them in a larger context with secondary sources, and create digital stories using the web publishing software Omeka. The website also includes customizable activity guides that help bring in local patrons and highlight local collections.

"I also learned the importance of telling a hiSTORY through this course, which basically involved forming an argument and talking about the historical significance of the collections I was presenting."

— Past Participant

As one past participant remarked: "The course was helpful in giving the learner foundations for understanding and sharing local history. Our library will be able to do more with some of our lesser known artifacts in the future as a result." Another past participant noted: "I also learned the importance of telling a hiSTORY through this course, which basically involved forming an argument and talking about the historical significance of the collections I was presenting."

"I created a website with artifacts from our library's local history room, highlighting women's suffrage in our area. I've also interacted with several people who were directed to me because of the work I did. We hope to continue work on the local women involved in women's suffrage and include it in future programming."

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## —Past Participant

Digital local history projects can also help to build new relationships with community members and local institutions. For instance, one past participant noted: I've also interacted with several people who were directed to me because of the work I did. We hope to continue work on the local women involved in women's suffrage and include it in future programming."

Please visit Creating Local Linkages at [locallinkages.org](http://locallinkages.org) to explore our course offerings and activity guides and start showcasing your community's rich history!

