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Using Digital Public Library of America for Research and Learning



<https://dp.la>

Franky Abbott, Curation and Education Strategist
January 11, 2017
Infopeople Webinar

What is DPLA?

- A free, national digital library that provides access to materials from libraries, archives, and museums across the US
- A network of partners who make their content available through a single website

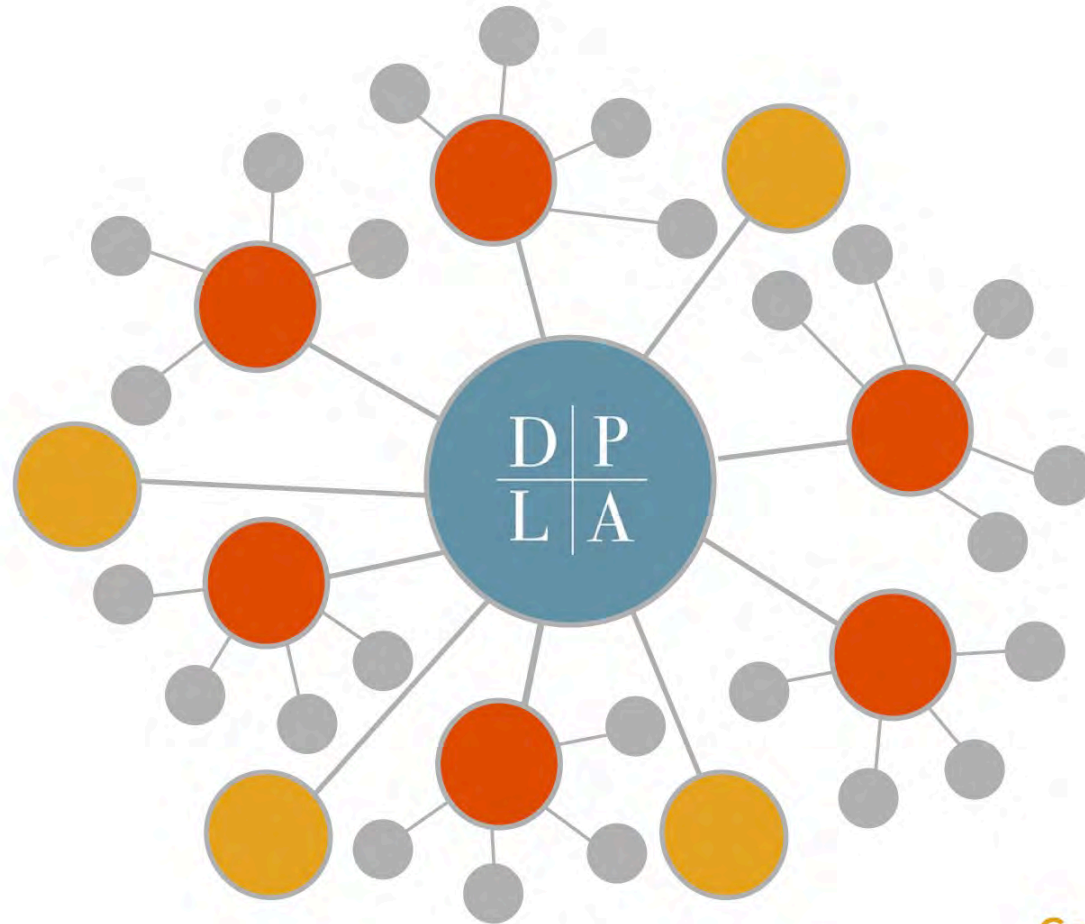


(One place to find digital content from more than 2,000 institutions!)

Brief History of DPLA

- 2010-2012: Planning discussions
- Launch in April 2013 with 2.4 million items from 500 contributing institutions
- January 2017: 14.9 million items from 2,200 contributing institutions

How does DPLA get content?



Content Hubs
Service Hubs

Content Hubs

- Large institutions with more than 150,000 digital items work directly with DPLA



Service Hubs

- Provide DPLA a single feed of content from multiple cultural institutions in a state
- Helps institutions in that state collaborate and participate in DPLA

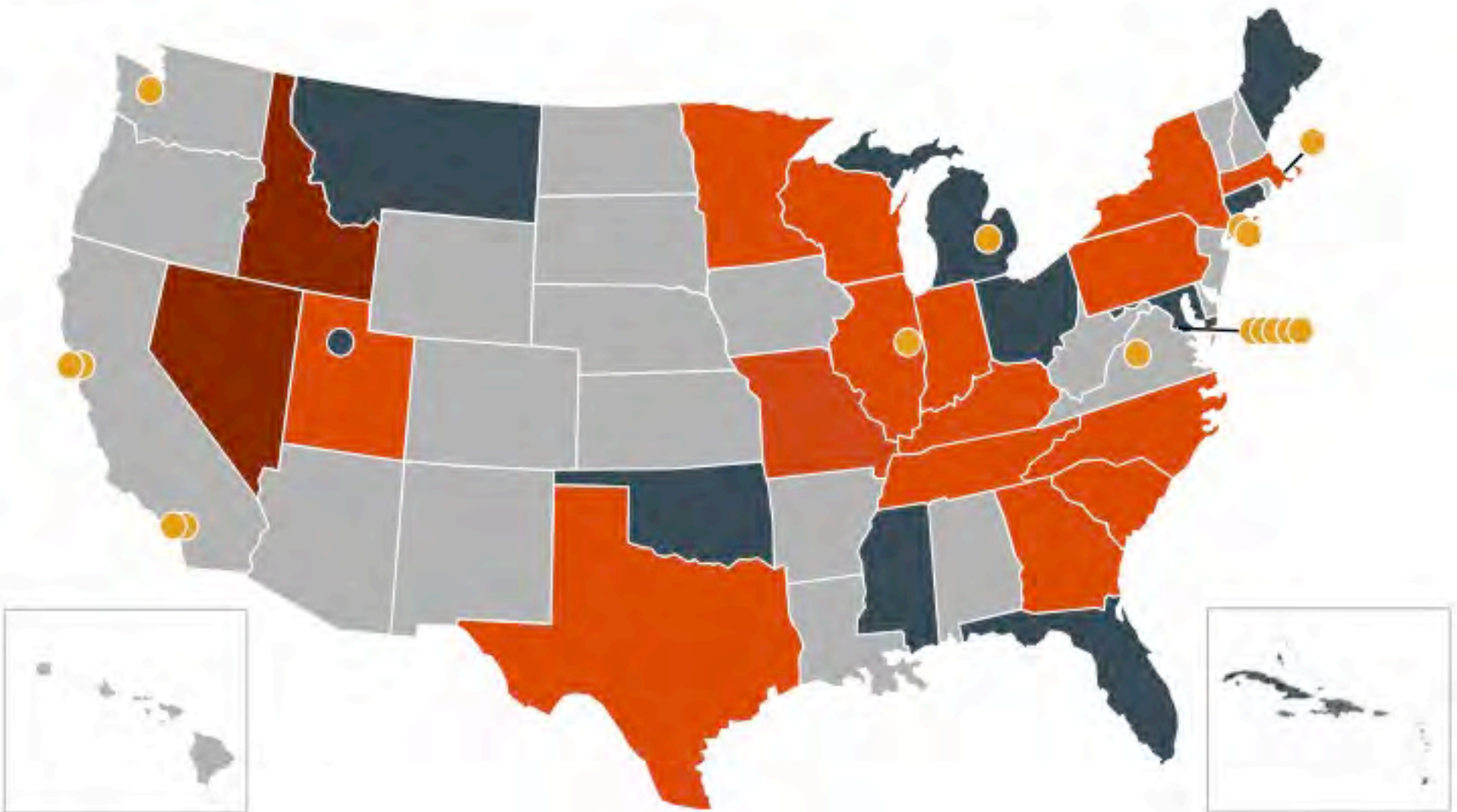


UMass **Amherst** Libraries



DPLA Hubs locations

- Service Hubs
- Service Hub partner states
- Content Hubs
- Hubs in active development



What can I find through DPLA?

- Cultural heritage content!
- Books, manuscripts, photographs, sheet music, videos, oral histories, correspondence, objects, diaries, illustrations, ...and much more



What can I find through DPLA?

- US history and culture and more!
- National and local sources and stories
- Vetted and described by information professionals




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fifteenth amendment


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Your search for fifteenth amendment returned 56 results from 23 contributing institutions

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voter registration	5
unemployment	5
threats	5

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Location

United States	7
St Louis	6
Missouri	6
Georgia	6
Reno County	5

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Language

English	42
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IMAGE

The Fifteenth Amendment

Beard, James Carter, 1837-1913

1870-1870

SCPR 07.23.091.

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IMAGE

Fifteenth Amendment

Unidentified Artist

1870-1870

The end of the Civil War saw the passage of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. Respectively, they abolished slavery, guaranteed citizenship to all persons born in the United States, and granted the right to vote to male citizens, regardless of "race, color, or previous condition of servitude." The Fifteenth Amendment was especially significant because for the first time in the nation's history, a minority...

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IMAGE

Fifteenth Amendment - a good specimen

Barnard, George N. (1819-1902)

G. N. Barnard.

Get full image from The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Photography Collection, The New York Public Library



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Knox College

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IMAGE

Fifteenth Amendment - a good specimen

Barnard, George N. (1819-1902)

G. N. Barnard.

[Get full image from The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Photography Collection, The New York Public Library](#)



TEXT

Resolution Ratifying the Fifteenth Amendment

1870-02-02

A Resolution Ratifying the fifteenth Amendment to the Constitution of the United States. House Resolution No. 2 was read and adopted by both the House and Senate of the Georgia General Assembly on February 2, 1870. The Fifteenth Amendment guaranteed citizens the right to vote regardless of race, color, or previous condition of servitude. Adoption of the Fifteenth Amendment was required for Georgia to be readmitted to the Union after Federal tr...

[Get full text from Georgia Archives](#)



TEXT

Legislative and judicial history of the Fifteenth Amendment /

Mathews, John Mabry, 1883-

1909

This study is the outgrowth of paper read in 1907 before the Political seminary of the Johns Hopkins University. "-Pref. Includes bibliographical references.

[Get full text from Harvard University](#)



Printed song lyrics: 'The Fifteenth Amendment,' ca. 1870

Anti-slavery song sung to the tune of 'I think when I read that sweet story of old.

[Get full item from Missouri History Museum](#)



Resolution Ratifying the Fifteenth Amendment



Get full text from Georgia Archives 

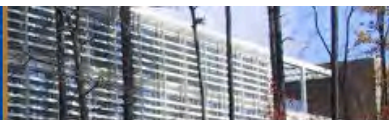
Created Date	1870-02-02
Partner	Digital Library of Georgia
Contributing Institution	Georgia Archives
Description	<p>A Resolution Ratifying the fifteenth Amendment to the Constitution of the United States. House Resolution No. 2 was read and adopted by both the House and Senate of the Georgia General Assembly on February 2, 1870. The Fifteenth Amendment guaranteed citizens the right to vote regardless of race, color, or previous condition of servitude. Adoption of the Fifteenth Amendment was required for Georgia to be readmitted to the Union after Federal tr...</p> more ▼
Location	Georgia
Type	text
Subject	Constitutional amendments--Ratification United States. Constitution. 15th Amendment African Americans--Suffrage--Georgia Reconstruction (U.S. history, 1865-1877)--Georgia
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Resolution Ratifying the Fifteenth Amendment

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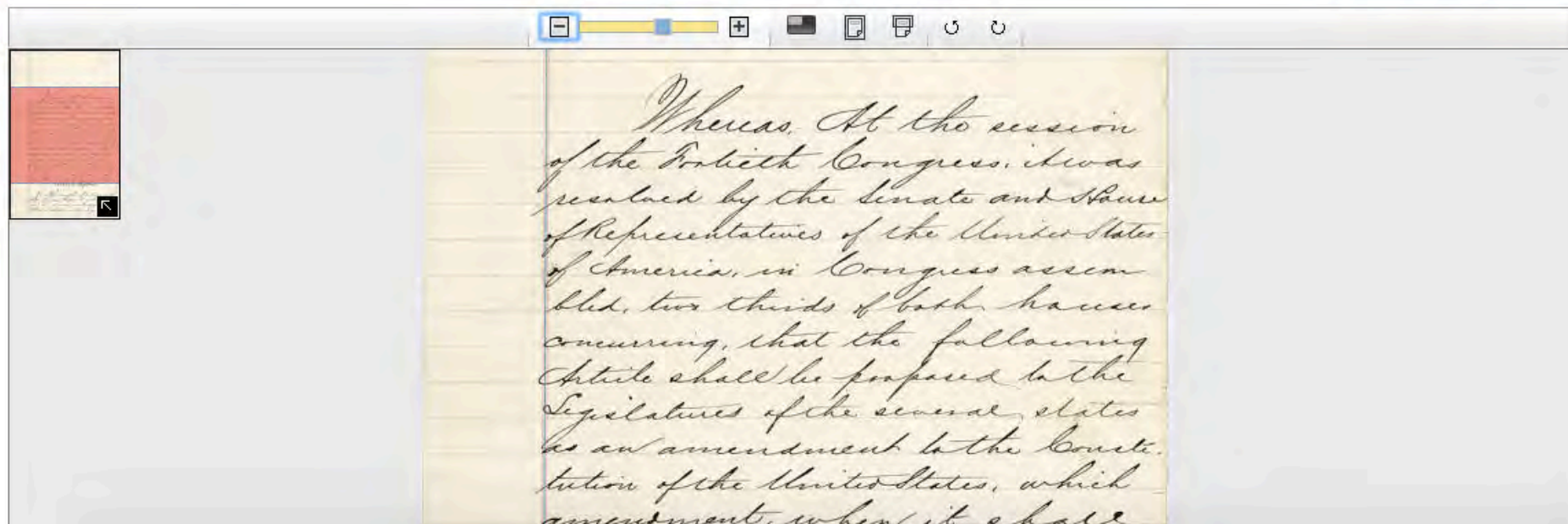
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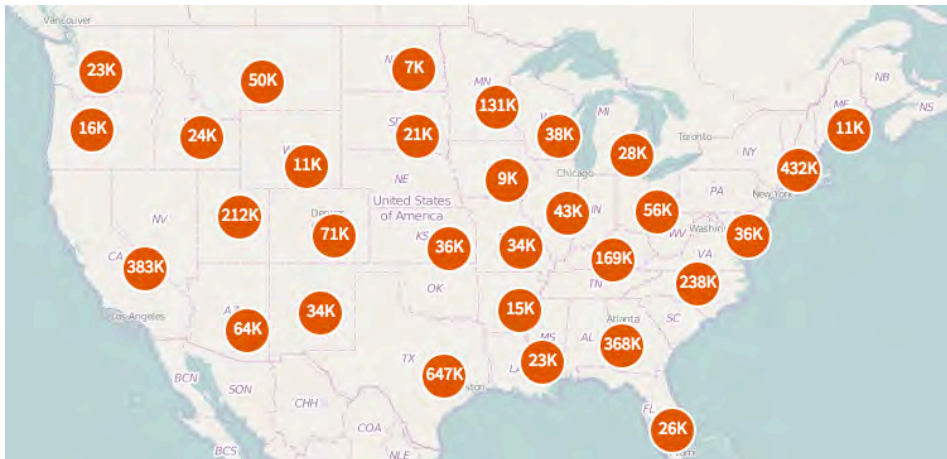
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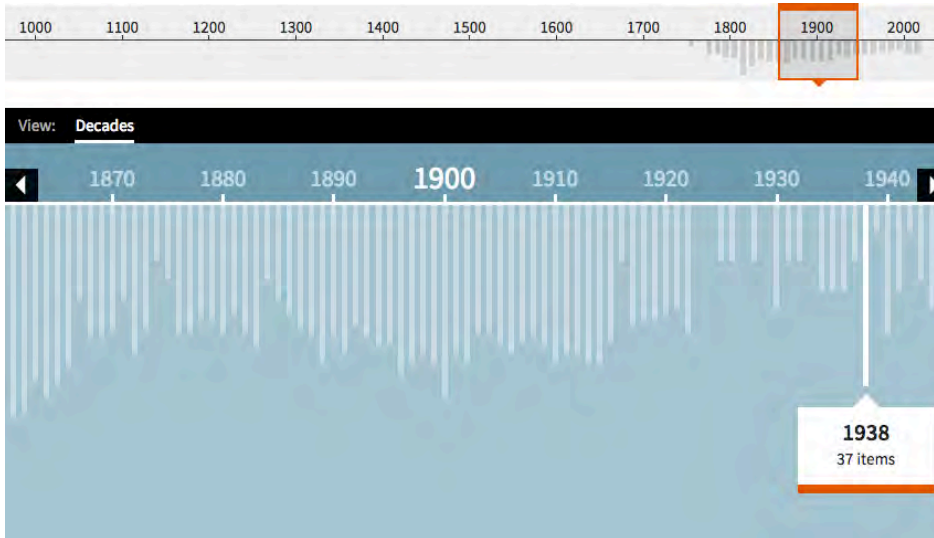
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- **Exact phrases:** enclose with question marks
- **Boolean operators:** Combine multiple search terms using OR or NOT. (Default behavior is AND.)
- **Wildcards:** Use an asterisk (*) as a substitute for any collection of characters within a word.

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Japanese Internment	29	edit	x
Slavery in the U.S.	25	edit	x
The Great Depression	21	edit	x
Women's suffrage postcards	33	edit	x

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The Great Depression Private

Resources reflect the hard economic times Americans faced during the Great Depression in the 1930s, as well as the government's New Deal programs and other efforts to alleviate these hardships. Primary sources include political cartoons, government documents, photos, paintings, diaries, and more.

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Poster for the National Recovery Administration (NRA), during the Great Depression, Atlanta, Georgia, 1930s

Local identification number: AJCP180-017a. Print is badly damaged and folded in middle. Print verso stamped "Charles Jackson" and inscribed "Wall next to 1st Federal Building, Marietta and Forsyth Sts." Date-stamped "22 Oct 1962." The poster on the wall is for the National Recovery Administration (NRA, 1933-1935): "NRA Member, U.S., We do our part." Note on door reads, "Keep out except on business." There is a menu posted on another wall advertising "Plate lunch 20[cents]; Turkey dinner, also steak supper 25[cents]. Atlanta Journal-Constitution Photographic Archive.

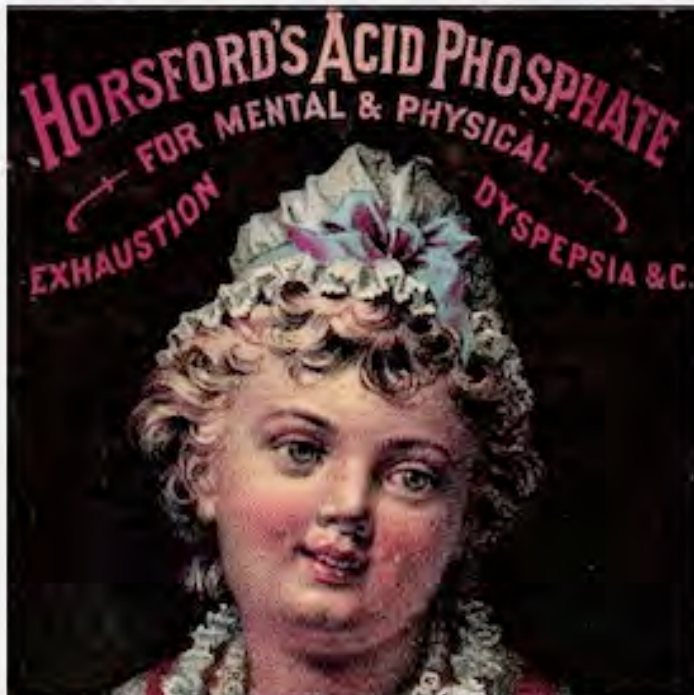
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Fireside Chat on the Purposes and Foundations of the Recovery

[x](#)

Other Resources and Projects from DPLA

Exhibitions: dp.la/exhibitions



Quack Cures and Self-Remedies:
Patent Medicine



Staking Claims: The Gold Rush in
Nineteenth-Century America

Patriotic Labor: America during World War I



"The woman's land army of America. Women enlist now and help the farmer fight the food famine," 1918. Courtesy of Boston Public Library via Digital Commonwealth.

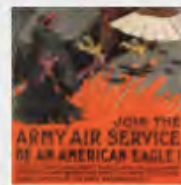
Amidst tensions over European political and territorial boundaries, the assassination of Archduke Franz Ferdinand by a Serbian terrorist in 1914 derailed peace in the western world by sparking World War I—one of the highest-casualty conflicts in modern times. While European nations quickly engaged, the United States immediately declared neutrality. By 1917, however, remaining neutral was no longer an option.

The Great War would bring the United States out of isolationism and onto the world stage. It would also change life on the American home front forever. A centralized government took control of American life in an unprecedented fashion by instating a mandatory military draft, controlling industries, initiating food and ration restrictions, and launching elaborate campaigns to encourage patriotism.

One of the most important, if temporary, changes brought by the war at home came from the stifled flow of labor, as men were pulled away by the draft and immigration slowed. The need for American labor provided second-class citizens, such as women and African Americans, a brief opportunity for better jobs. This glimpse would help foment in them a desire for more and equal opportunities after they were pulled away once more at war's end.



Staying Neutral



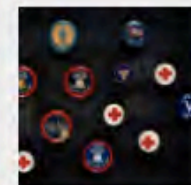
Building an Army



Military Training



Food is Ammunition



Patriotism



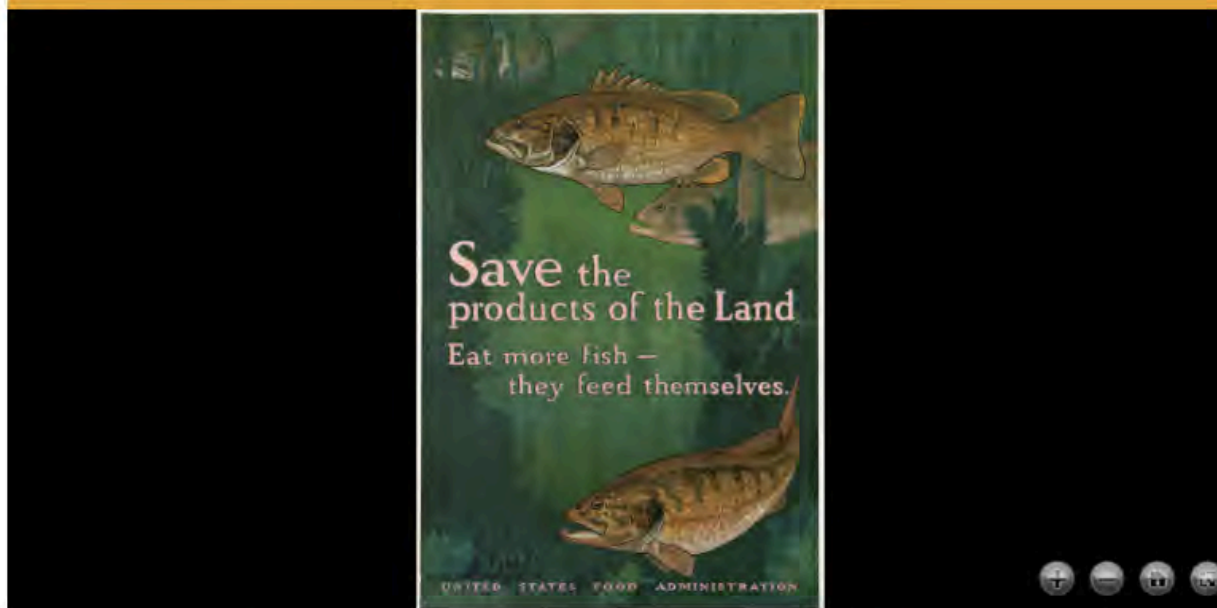
Labor and Industry



A Tentative Peace

Patriotic Labor: America during World War I

Don't Waste It



"Save the products of the land. Eat more fish -- they feed themselves," 1918. Courtesy of the Boston Public Library via Digital Commonwealth. [More info](#)

Select an item:



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Sections

Herbert Hoover's colorful campaign to save food was directed primarily at housewives. He suggested catchy traditions such as "Meatless Mondays" and "Wheatless Wednesdays" to encourage those on the home front to be mindful of limiting their food consumption during the war.

Government nutritionists provided housewives with sample menus that offered suggestions about how to cook with less wheat, meat, and dairy—key commodities during the conflict. Seafood was encouraged as a suitable replacement because "fish... feed themselves."

Established in 1917, the Woman's Land Army of America (WLAA) was inspired by Britain's Women's Land Army or "Land Lassies." The WLAA recruited more than 20,000 urban women to work on farms and help increase food production during the conflict.

Well before the war, poor families in the United States were accustomed to "rationing" and not wasting food. For this reason, Hoover's movement did not target them as actively as it did middle- and upper-class households. To make matters worse for impoverished families, labor rules and regulations were relaxed at home during the war, allowing companies to demand longer and harder hours on the job in factories.

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Primary Source Sets: dp.la/primary-source-sets

Primary Source Sets

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Digital Public Library of America (DPLA) Primary Source Sets are designed to help students develop critical thinking skills by exploring topics in history, literature, and culture through primary sources. Drawing online materials from libraries, archives, and museums across the United States, the sets use letters, photographs, posters, oral histories, video clips, sheet music, and more. Each set includes a topic overview, ten to fifteen primary sources, links to related resources, and a teaching guide. These sets were created and reviewed by the teachers on the DPLA's [Education Advisory Committee](#). Read about our [education projects](#) and contact us with feedback at education@dp.la.

Subject:

Time Period:

Sort by:



Women in the Civil War

Civil War and Reconstruction (1850-1877) US History Women



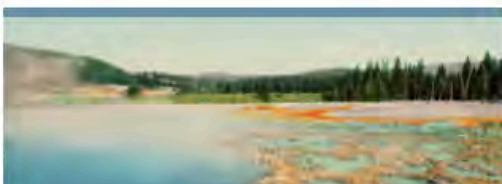
Ida B. Wells and Anti-Lynching Activism

The Emergence of Modern America (1890-1930) US History
African Americans Women



The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Contemporary United States (1968 to the present) American Literature
Native Americans



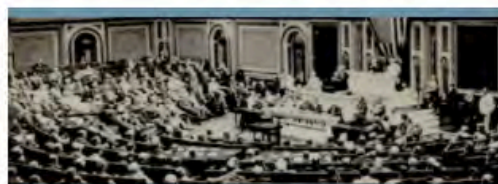
Environmental Preservation in the Progressive Era

The Emergence of Modern America (1890-1930) US History
Science and Technology Social Movements



ACT UP and the AIDS Crisis

Contemporary United States (1968 to the present) US History
Social Movements



World War I: America Heads to War

The Emergence of Modern America (1890-1930) US History
Law & Government

The Wounded Knee Massacre

Primary Source Set

By Franky Abbott, Digital Public Library of America

Teaching guide

[Teaching Guide: Exploring the Wounded Knee Massacre](#)

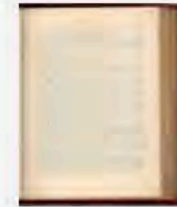
By the end of the nineteenth century, the US government had permanently transformed Native American life across the United States through broken treaties, bison hunting to near-extinction, and reservation containment. Native Americans were also deleteriously affected by government agents, assimilationist educational and religious programs, and military conflict. At the end of the nineteenth century, tribes across reservations practiced the "Ghost Dance" ritual, which called a new Messiah to bring back ancestors, show new hunting grounds, and remove white settlers from their lands. As ghost dancing spread, it compounded tensions between Native Americans and US government officials. After the death of Sitting Bull, a Lakota holy man, at the hands of the US military, a band of Lakota fled the Standing Rock Agency and made for the Pine Ridge Agency to seek protection. En route, they were stopped near the Wounded Knee Creek on December 29, 1890, and forcibly disarmed by the Seventh Cavalry, who came with an arsenal of weapons and a thirst for action. The disarming turned quickly to a massacre, as the US Army slaughtered ninety Lakota men and two hundred women and children. After three days of blizzard, the Army buried the frozen corpses of the Lakota slain in mass graves. Although there was conflict within the army about the actions of Colonel James W. Forsyth, who led the Seventh Cavalry and was responsible for the massacre, many soldiers at Wounded Knee were honored for their bravery. In 1973, Wounded Knee was again the site of conflict as residents on Pine Ridge and members of the American Indian Movement occupied the village to protest their treatment on the reservation by local officials and the Bureau of Indian Affairs as well as to shed light on the history of US government atrocities committed against Native American communities. This primary source set uses documents, photographs, government records, and news reporting to explore the 1890 massacre at Wounded Knee and its historical impact.



An affidavit from US Indian agents about supply delivery to families at the Pine Ridge Agency, December 31, 1889.



A photograph of Lakota in Ghost Dance costumes, ca. 1880.



A memorandum from James McLaughlin, Indian Agent at Pine Ridge Agency, regarding the reasons for the Ghost Dance uprising, November 6, 1890.



Correspondence from officers at the Pine Ridge Agency cautioning against military response to ghost dancing, November 24, 1890.



A telegram from Pine Ridge Agency reporting on the response to Sitting Bull's death, December 20, 1890.



A photograph of the Rose Bud and Lakota "war dance" at Pine Ridge, December 25, 1890

A telegram from Pine Ridge Agency reporting on the response to Sitting Bull's death, December 20, 1890.

Form No. 1.

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This Company TRANSMITS and DELIVERS messages only on conditions limiting its liability, which have been assented to by the sender of the following message. Errors can be guarded against only by repeating a message back to the sending station for comparison, and the company will not hold itself liable for errors or delays in transmission or delivery of Unrepeated Messages, beyond the amount of tolls paid thereon, nor in any case where the claim is not presented in writing within sixty days after sending the message.

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<p>Received at <u>Pine Ridge Agency, S. D.</u> <u>Dec 20 1890</u> <u>8 P.M.</u></p> <p>Dated <u>To Pioneer Deadwood - J. D.</u></p> <p><u>Expedition friendlies after Bad</u> <u>land hostiles just departing. Wild scene.</u> <u>Squaws death chant heard in every direction.</u> <u>Think hostiles may be brought in.</u> <u>and Pine Ridge Indians</u> <u>impatient at long delay;</u> <u>civilians indignant. Leave for home tomorrow. B</u></p>			

Citation information

"Brooke Reports 'wild scene' and Chaotic Conditions,"
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Credits

Courtesy of the National Archives and Records
 Administration.

Need more information?

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Dec. 20 1890

8 P.M

To Pioneer Deadwood J. D.

Expedition friendlies after Badland hostiles [sic] Just departing. Wild scene. Squaws death chant heard in every direction. Think hostiles [sic] may be brought in. Troops and Pine Ridge Indians impatient at long delay; civilians indignant. Leave for home tomorrow. B

Teaching Guide: Exploring the Wounded Knee Massacre

By Franky Abbott, Digital Public Library of America

This teaching guide helps instructors use a specific primary source set, [The Wounded Knee Massacre](#), in the classroom. It offers discussion questions, classroom activities, and primary source analysis tools. It is intended to spark pedagogical creativity by giving a sample approach to the material. Please feel free to share, reuse, and adapt the resources in this guide for your teaching purposes.

Discussion questions

1. Consider the sources in this set. What perspectives on the events at Wounded Knee do they share? Which perspectives are missing? How has the absence of these perspectives shaped the history we tell about these events?
2. Examine the correspondence and photographs that document Lakota activities on Pine Ridge leading up to Wounded Knee. What issues and fears does the correspondence show? What do the Lakota appear to be doing? How do both connect to the events that will follow at Wounded Knee? Cite specific evidence to support your ideas.
3. Closely read the illustration of "[the opening of the fight at Wounded Knee](#)." What biases does the artist have? How are these biases manifest in his art? How does this compare and contrast with other accounts of what happened?
4. The [image of civilians burying Lakota dead in a mass grave](#) is one of the most famous photographs of Wounded Knee. How has the photographer staged this photograph? What does this staging tell us about the relationships between the photograph's subjects and the photographer? About the relationships among the photograph's subjects?
5. Using the photographs of events after Wounded Knee, explain how conditions impacted these events. Cite evidence from the photographs to support your claims.
6. According to the [situation report](#) and the [school inspection report](#), what were conditions like on Pine Ridge in the aftermath of Wounded Knee? What impact did the massacre have?
7. Using the sources about the 1973 Wounded Knee occupation, compare this event to other civil rights protests. What role does the history of Wounded Knee play in this event?

Classroom activities

1. After acknowledging the absence of documents that address Lakota perspectives on the massacre at Wounded Knee, ask students as a class to brainstorm questions they would ask if they could be time-traveling reporters. What information from Lakota perspectives do we need to make sense of the events leading up to the massacre? During? After? Whom would it be important to interview for a well-rounded view of Lakota experiences at Wounded Knee?
2. Ask students to use the items in this set to create a timeline of the events at Wounded Knee. Where do the documents fit? How does their place on the timeline help us make meaning from them?
3. Ask students to write an essay that explores the connection between the events at Wounded Knee in 1890 and in 1973, citing the sources in the set as evidence and using additional independent research as well. What is the historical relationship between the two? Who are the players and how do they change between the events? What are the grievances that create tension? How are tensions resolved? How are these events remembered?

Send feedback about this teaching guide or our other educational resources to education@dp.la.

Primary source set

This teaching guide is a companion to [The Wounded Knee Massacre](#)

Primary source analysis

For each source, ask students to indicate:

- the author's point of view
- the author's purpose
- historical context
- audience

For inquiry-based learning, ask students to:

- explain how a source tells its story and/or makes its argument
- explain the relationships between sources
- compare and contrast sources in terms of point of view and method
- support conclusions and interpretations with evidence
- identify questions for further investigation

Additional tools

- [Document Analysis Worksheets](#) from the National Archives
- [Using Primary Sources](#) from the Library of Congress

Apps



rightsstatements.org

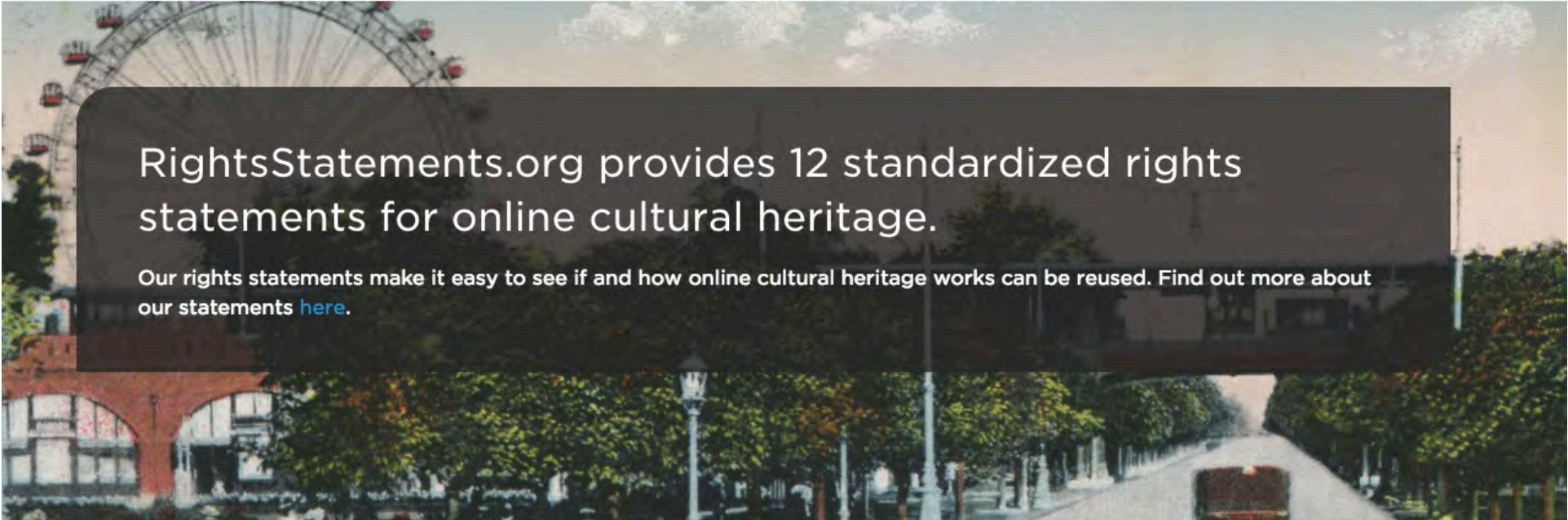
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RightsStatements.org provides 12 standardized rights statements for online cultural heritage.

Our rights statements make it easy to see if and how online cultural heritage works can be reused. Find out more about our statements [here](#).

Digitization Training Materials

Planning for Digitization

This is the first module in the Public Library Partnerships Project curriculum, given by Jennifer Birnel, Director of the Montana Memory Project.

It covers:

- advantages of digitization for your institution
- value of digitization partnerships
- tips for project planning

The Public Library Partnerships Project curriculum is intended for cultural heritage professionals who are new to digitization. It was designed to provide useful conceptual and practical information about each stage of the process to a beginner audience.

Curriculum

About

Planning for Digitization

Selecting Content

Understanding Copyright

Using Metadata

Digital Reformatting

Promoting Use



DPLA's Plans for the Future

- More cultural heritage
- Ebooks
- Newspapers
- Data sets
- More!



Courtesy of the National Air and Space Museum via the Smithsonian Institution.

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- Franky Abbott

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