National Historic Publications and Records Commission Grant: Literacy and Engagement with Historical Records

Partnering to Create Document Based Questions with Digital Collections, 2016-2019

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University of South Carolina
https://digital.library.sc.edu/blogs/academy/
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10 Years of Trying, 2007-2017

- 2007: LSTA funding for lesson plans
- Pilot Project connecting images to standards
- Class presentations and conferences
- 2010: Private funding and K12 Digital Academy web site
- 2016: LC grant with SLIS to talk to K12 Librarians
- NHPRC grant, 2016-2019
Document Based Question (DBQ)

- DBQ exercises consist of an essential question and several supporting questions regarding three or more primary documents.
- The students use these documents, which are usually lesser-known primary resources, to respond to the supporting questions and eventually answer the essential question.
- To evaluate [the student’s] ability to practice the historian's craft.
NHPRC: Literacy and Engagement with Historical Records Grant

- Fall 2015 – wrote proposal with SC Dept. of Ed
- Spring 2016 – received award, $75,860
- 2016-2017 – planned first workshop
- 2017 Summer – First workshop
- 2018 Summer – Second & Third workshops
- 2018-2019 – finished adding to web site
NHPRC DBQ Workshops, July 2017 & 2018

• Sent out call and sign them up
• 2017: 15 teachers, 2018: 12 & 10 teachers
• 6 days to finish a document-based question or DBQ using online primary resources (digital collections)
• Outside reviewers
• Required professional development piece
• Publish DBQs on USC and Dept of Ed sites.
Teachers’ School Districts

- Anderson 01
- Barnwell 29
- Calhoun
- Charleston
- Chester
- Clarendon 02
- Dorchester 04
- Fairfield
- Florence 01
- Georgetown
- Greenville
- Horry
- Lancaster
- Lexington 01, 02, 03, 05
- Orangeburg 03
- Richland 01, 02
- Spartanburg 06
- Sumter
- Union
- York 04
Workshop Schedule

- Mon - Thurs
  - Overview: Tour and Introductions
  - Pedagogical side:
    - Historical thinking skills
    - Webb’s Depth of Knowledge
  - Work on DBQ, Review, Work, Discuss, Work

- Mon – Tues
  - Finish Editing and Present

- Next Steps – outside evaluators and testing in class or professional development
# Rubric

Outside Reviewer DBQ Rubric

[[OSL_DBQ_Civil_War_Strategy]]

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td><strong>The DBQ has an essential question that:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is clear, <strong>relevant, and proper in scope</strong></td>
<td>Is <strong>clear and proper</strong> in scope</td>
<td>Is either clear or proper in scope, <strong>but not both</strong></td>
<td><strong>Lacks</strong> purpose and does not have a proper scope</td>
</tr>
<tr>
<td><strong>Addresses a topic or issue that is engaging, complex, and appropriate for the grade level</strong></td>
<td><strong>Addresses a topic or issue that is complex and appropriate for the grade level</strong></td>
<td><strong>Addresses a topic or issue that is complex, but may not be appropriate for the grade level</strong></td>
<td><strong>Has a topic or issue which lacks complexity and is not appropriate for the grade level</strong></td>
</tr>
<tr>
<td><strong>Unequivocally integrates</strong> one of the historical thinking skill (continuities and changes, causation, context, comparison)**</td>
<td><strong>Integrates</strong> one of the historical thinking skill (continuities and changes, causation, context, comparison)</td>
<td><strong>Attempts to integrate</strong> one of the historical thinking skill (continuities and changes, causation, context, comparison)</td>
<td><strong>Does not integrate</strong> one of the historical thinking skills (continuities and changes, causation, context, comparison)</td>
</tr>
</tbody>
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*University of South Carolina*
Feedback: 30/36 teachers

• “With one to one being implemented in my district this year, I plan to have students engage in research using the historic newspaper data bases.”

• “The primary resources that were shared with our group will in no doubt be used in abundance in my classroom.”

• “The workshop opened up many new resources to use when I create DBQs. I have created them on my own in the past, but feel that I can now create DBQs that will be more relevant to our students by including local sources.”

• The workshop “gives you access to more resources, like minded people, and a chance to hone your craft.”
One negative

“Once the workshop was over, I enjoyed the workshop very much. During the workshop-I found the process arduous...exhausting at times. ... The workload turned out to be quite a lot. The results of the workshop is great in that we have specific DBQ's written for specific standards. ...I probably would not recommend this workshop to another teacher.”
DBQ Topics: 43 Completed

- Media and Vietnam
- Tourism in SC
- Reconstruction
- Civil Rights – Briggs v Elliot, Friendship Nine
- Sons of Liberty: Rebels or Revolutionaries
- Civil War
- Jacksonian Democracy
- WWI and II
- Founding Documents

- Industrial Revolution
- Natural disasters
- WWII and Women’s Liberation and African Americans
- Immigration
- Industrialization
- South Carolina and American Revolution
- Supreme Court Cases
Sample Sources

DBQ: How did the media influence public opinion during the Vietnam War?

DBQ: What were the contributions of African Americans to World War II? What was the effect of World War II on African Americans on the homefront?
Sample Sources

- DBQ: How did the growth of tourism impact post-WWII South Carolina?

Source: Green, Victor H. The Negro Travelers' Green Book.
DBQ: How did the African Americans impact voting within South Carolina politics?

DBQ: What were the short and long term impacts of Reconstruction on the United States?
Grant Findings

**Pros**
- Teacher Appreciation
- Connection with State Department of Ed
- Learned a lot about working with teachers
- High Usage of K12 Digital Academy web site

**Cons**
- Logistical issues tough
- Teacher and Staff retention
- Finding the one document of consequence to demonstrate a significant moment in history is Very Hard for teachers
Today

• K12 Digital Academy WordPress Blog

https://digital.library.sc.edu/blogs/academy/: 43 DBQs and 20 Lesson Plans

Top performing Blog for the Libraries

| 1. /academy/ | 147,290 (73.43%) |
| 2. /links/ | 21,141 (10.54%) |
| 3. /govinfo/ | 12,879 (6.42%) |
| 4. /mirc/ | 6,937 (3.46%) |
| 5. /scpc/ | 4,807 (2.40%) |
| 6. /rbsc/ | 3,710 (1.85%) |
| 7. /scholcomm/ | 988 (0.49%) |
| 8. /music/ | 512 (0.26%) |

May 2019 – 2021
Google Analytics Data
Donor and Grant Funding Partnerships for K-12 Outreach

Special Collections & Archives and the Kingswood School
• The importance of building long-term relationships with donors
• The role of sharing about our work - meet and speak with potential donors about our goals and needs
• Sharing updates with donors - through continued conversations and reports, in addition to our newsletter, blog posts, and posters
• The importance of having a Development Officer, who can help make these connections
• The Development Officer coordinating a Board of Visitors, who then designate their funds to specific areas of ZSR, such as the Livermans donating to SCA Outreach and the Kingswood Project
The Kingswood School at the Children's Home is a public alternative school serving students in grades K - 12. The school functions as a collaboration between Winston-Salem/Forsyth County Schools and the Children's Home. Most students are assigned for specific durations of time to receive additional educational and behavioral support.
• Students unable to travel to our space

• Students require more support than traditional K-12 students

• Jumping right into “Rare Books and Manuscripts” might be too much
Adapt, Support, Enlist Help

• Couldn't do our regular “road show”
• Wanted to help the teachers make this a learning day
• Reached out to local professionals for their time, and to donors for their support
• Director and Development officer described the project, the goals, and the limitations
• Gathered financial support from donor
• Leveraged relationship with local bookstore to build school library
• Used previous elementary contact and career day events to enlist local professionals for their time

https://www.bookmarksnc.org/book-build
• We were planning a “big” event

• Shared with the donor the plans, the many people involved, the excitement, and any needs we still had

• Support for supplies, snacks, thank yous, materials for the classrooms, etc.

• Got teacher buy-in
Career Day!

• K-5 Career Day
• 5 local professionals
• 2 buildings
• Many teachers (2-5 teachers per classroom)
• Students experiencing behavioral problems

Success!
• Happy students and teachers
• Smooth day
• Potential for many more events including:
  • Career Day for upper grades
  • Plans for Special Collections & Archives events in the spring
  • Planning of WFU giveaway materials for all lower grades
Otis Attucks

• Principal Scientist, TransTech Pharma

• Spoke to the kids about his education in WSFCS and WSSU

• Met at another Career Day event

• Provided the students with hands on science materials that got them up and excited
• CAD Designer, EBA Architects

• Spoke with the kids about different types of architecture and what his job does to build a building

• Brought handouts for students to view and compare

• Local Cub Scout leader and professional
• Branch Manager, Assistant Vice President, First Bank
• She and her bank is committed to doing outreach work in local schools
• Referred to me by previous Career Day
• Spoke with the students about earning money, saving money, managing money
• Gave students and teachers materials with bank logo
• Digital Collections Librarian, WFU

• Colleague and all-around saint

• Described digital collections workflows, online collections, and archival materials

• Brought Special Collections swag made from digital collections
• Dental hygienist

• Her practice supplied toothbrushes, floss, and toothpaste for students and teachers

• Brought props, materials from the local health department, and demonstrated healthy dental hygiene

• Participated at another Career Day with me
Next up we talked about our success
We sent formal follow-up and stats to donors to demonstrate how their money made such an impact
We wrote blog posts about it
We included it in newsletters
We planned posters about it
We got feedback from the school and the teachers
We began planning our next event

All of this can be used by the Development Officer to show our impact, and our need for support, to do this great work
• Planned a Special Collections & Archives day with the same population of students
• Used outreach money to produce bags for each student with materials they could take home including and handmade journal, a bag with the WFU seal, and materials from our collections
• Scheduled for the day after the entire state shut down...
Thank you!

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Donor Relations & K-12 Outreach Modeling A New Approach with West Tallahatchie High School

Katie McCormick, Associate Dean for Special Collections & Archives
ASERL Webinar, May 18, 2021
Background

• The Emmett Till Archives at FSU Libraries
  – Primary & secondary sources related to the life, murder, and memory of Emmett Louis Till.
  – Dr. Davis Houck, FSU’s Fannie Lou Hamer Professor of Rhetorical Studies, donated his research on the Till case and connected FSU Libraries with other donors & partners.
  – From the establishment of the Till Archives the goals have been centered on stewardship and sharing.
  – Partnerships & collaborations are critical to ensure we are connecting communities to the materials well beyond Tallahassee, FL.
Funding

• Collaborations
  – Emmett Till Interpretive Center
  – Emmett Till Memory Project

• Funding
  – Dr. Houck established the Emmett Till Lecture & Archives Endowment in December 2019
    • Funds support annual lecture, archival work, student awards
  – Partner with Emmett Till Interpretive Center in IMLS grant to support Emmett Till Memory Project
    • Funded Till Archives Internship(s)
  – Allocation of Special Collections & Archives Foundation funds prioritized to supplement & support Till projects
Opportunity

• Emmett Till Memory Project
  – User analytics document that primary users of the Memory Project are white academics
  – 2020/2021 pursuit of additional grants to redesign and reconnect with K-12, especially in Mississippi and Chicago communities.

• Emmett Till Interpretive Center
  – Community partnerships and K-12 engagement key goals
  – Young Filmmakers Workshop

• Dr. Houck
  – Key partner in Young Filmmakers Workshop
  – Desired greater connection to local Mississippi students

• FSU Libraries Special Collections & Archives
  – Primary source education & developing K-12 interest in archives
Process

• Dr. Houck had an idea
  – How could we connect students in Mississippi with Till Archives materials?
  – What if we designed an award competition for student projects that come out of work with the Till Archives?
    • Till Endowment funds could support high school students in Mississippi
    • Partnership with local high school and incorporation of archival materials into curriculum
    • Projects shouldn’t be focused on traditional research papers, students should be able to develop projects that resonate for them
  – Dr. Houck found a partner
    • Mr. Germaine Hampton, high school history teaching
    • West Tallahatchie High School, Webb, MS
Process

• Dr. Houck discussed his ideas and desire to create award program with us.
• Emmett Till Interpretative Center helped connect Dr. Houck & Mr. Hampton.
• Approval from West Tallahatchie School Board
• Planning for 2022 implementation
Framework

• Mr. Hampton’s goals
  – Introduce students about college level research processes
  – Supplement US History curriculum related to civil rights
  – Use local history and historical examples
  – Increase primary source literacy

• Connecting to West Tallahatchie High
  – Google classroom currently in use, but in person instruction to resume next year
  – Rural community where many students face challenges connecting to the internet
Framework

• Toward Spring 2022 launch
  – Classroom engagement
    • Remote visit(s) from Special Collections & Archives
      – Synchronous & asynchronous sessions
        » Introduction to archival resources and research
        » Primary source engagement
        » Project possibilities
  • Redesign of current Till Archives Canvas module
    – Reframing exercises for high school students
    – Delivery of module on website
    – Remediation in digital collections & description
    – Additional digitization of resources
  • Development of supplemental print based handouts
  • Collaboration
    – Review and revise with Mr. Hampton
Reflection

• Toward common goals
  – Embracing opportunity when it arises
    • It’s not always easy to meet the speed of donor action and the processes within Special Collections & Archives.
    • Openness, honesty, navigating opportunity and risks are key.
    • Prioritization of resources takes time and creativity.
    • Developing timelines is changing environments can be challenging.
  – Donor stewardship
    • Starting with yes.
    • Listening and getting involved.
  – Cultivating new partnerships, modeling for more.
Thank you for listening!

Please feel free to reach out to us with questions:

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