(More) Voices and Viewpoints in Chronicling America: Uses of Historical News for Education and Outreach

IFLA News Media Section
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“History’s Rough Draft”

Local, Regional, National - Communities, Interests, Voices

Public Ledger, (Maysville, KY), Aug 11 1916

Hood River Glacier (Hood River, Oregon), Feb. 11, 1915

The Evening World, (New York, NY) June 24, 1922
Working with U.S. Newspapers

• Many types of users, high demand for access

• No single U.S. collection – 150,000 titles published since 1690 (collected across the country)

• Broad range of subjects

• Many ways to use once in digital form

Newspapers = fundamentals of U.S. history
PARTNERS:
44 institutions | >11 million pages now online | 1836-1922

National Digital Newspaper Program, 2005-2016

NATIONAL ENDOWMENT FOR THE HUMANITIES
LIBRARY OF CONGRESS
Title Selection

- Awardees select titles from their states
  - Research value
  - Microfilm quality
  - Geographic and community diversity
Historic Themes and Tools

- **Example:**
- **Suffrage for Women and African-Americans**

**Women's Suffrage**

On June 4, 1919, the United States Senate approved the 19th amendment to the Constitution, which states, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

On August 18, 1920, Tennessee became the needed 36th state to ratify the amendment.

**Historical Background**

This triumph was the result of centuries of struggle, culminating in the late 19th century in a burst of public activism and civil disobedience that not only secured voting rights for women, but also helped define new possibilities for women's participation in the public sphere.

**Early Suffrage Rights and Rights**

Early in the history of the United States, women in New Jersey could legally vote. Provided they met property requirements, however, this changed in 1807 when the State Assembly passed a law limiting suffrage to free white males. There would not be another law explicitly giving the vote to women until 1869, when the Wyoming territory granted women over 21 years of age the right to vote in all elections.

While some states explicitly prohibited women from voting, in 1870 New York did not, opening the door for Susan B. Anthony and a small group of suffragists to register and vote. They were arrested three weeks later on a charge of "criminal voting." Anthony was found guilty and fined $100 plus court costs.

**Early Activism and Organizations**

The first large gathering of those fighting for women's rights occurred in Seneca Falls, New York. One outcome of the Seneca Falls Convention was the drafting and signing of the Declaration of Sentiments, modeled on the Declaration of Independence, that called for civil, social, political, and religious rights for women. Among the signers of the Declaration, including Lucretia Mott and Elizabeth Cady Stanton, would go on to become the leaders of a generation of suffrage activists.

In the decades that followed the Seneca Falls Convention, formal groups were established to lead American women in their bid for voting and other rights. Well-known organizations include the National Woman Suffrage Association and the American Woman Suffrage Association, which...
Historic Themes and Tools

- **Example:**
- **President Lincoln’s Death**

The assassination of Abraham Lincoln occurred on April 14, 1865, at Ford’s Theatre in Washington, D.C. The assassination was carried out by John Wilkes Booth, who shot Lincoln as he watched a play. Lincoln died the next day.

The information and sample article links below provide access to a sampling of articles from historic newspapers that can be found in the Chronicling America: American Historic Newspapers digital collection. Use the Suggested Search Terms and Dates to explore this topic further in Chronicling America.

**Topics in Chronicling America - Lincoln Assassination**

On April 15, 1865, President Abraham Lincoln is shot by John Wilkes Booth during a special performance at Ford's Theater. A carte-de-visite photograph shows the body of the President in Spingfield, Illinois, where he is buried later. Although many of the conspirators in this case are captured, John Wilkes Booth is killed while trying to escape in Maryland on April 24th. The other conspirators in the assassination plot are either captured or killed by an army military commission.

**Important Dates:**
- April 14, 1865: President Lincoln is shot by John Wilkes Booth at Ford's Theatre in Washington DC while attending a special performance of the comedy 'Our American Cousin.' Secretary of State William Henry Seward is shot at his home in the same house at the same time as his home near the White House.
- April 21, 1865: Lincoln's body departs Washington in a nine-car funeral train. The 1,700-mile trip back to Illinois would essentially be the same track that carried the then-Presidential-elect in 1861.
- April 22, 1865: Booth is shot and killed.
- May 4, 1865: Abraham Lincoln is laid to rest in a tomb at Springfield's Oak Ridge Cemetery.

**Suggested Search Strategies:**
- Try the following terms in combination, proximal, or as phrases using Search Pages in Chronicling America: Lincoln Assassination, Conspirators, Visit, President Lincoln's Funeral.
Topics in Chronicling America, 1836-1922

- Influenza of 1918
- Newsboys
- Halley's Comet
- World's Fair
- Carnegie Libraries
- Prohibition
- Railroad Strike of 1886
- Titanic
- Assassinations
- Carrie Nation
- Boston Subway
- Early Cinema
- Babe Ruth
- Race Riots
- President Roosevelt
- World War I
- Buffalo Bill
- Chicago Fire
- Civil War Maps
- Mark Twain
- Ellis Island
- Charlie Chaplin
- San Francisco Earthquake
- Houdini
- Brooklyn Bridge
- Panama Canal
- Yosemite National Park
- League of Nations
- Boston Fire
- Basketball
- Houdini
- Buffalo Bill
- Assassinations
- Richardson
- World's Fair
- League of Nations
- Influenza of 1918
Teaching with Chronicling America...

K-12 Resources

- **NEH EDSITEment** Teacher Resources for Chronicling America
  - [http://edsitement.neh.gov/search/content/%22chronicling%20america%22](http://edsitement.neh.gov/search/content/%22chronicling%20america%22)

- **LC Teacher Resources** for Chronicling America
  - [http://www.loc.gov/search/?in=PartOf%3ATeachers&q=%22chronicling+america%22](http://www.loc.gov/search/?in=PartOf%3ATeachers&q=%22chronicling+america%22)

- **National History Day** special prize for best use of Chronicling America
Classroom Tools: Primary Source Sets and Analysis

Primary Source Sets

- Abraham Lincoln: Rise to National Prominence
  - Speeches, correspondence, campaign materials, and a map documenting the free and slave states in Lincoln's rise to national prominence

- American Authors in the Nineteenth Century: Whitman, Dickinson, Longfellow, Stowe, and Poe

- American Baseball: Across a Divided Society
  - Songs, sheet music, images, trading cards, and photographs tell the story of how baseball emerged as a national pastime. Featured primary source items show Americans from different backgrounds and social classes engaging in the sport.

- Children's Lives at the Turn of the Twentieth Century
  - Images, film, and books shed light on this era in children worked, learned, and played around the country. Especially suitable for early grades.

Teaching with Informational Text: Historic Newspapers from the Library of Congress

- March 28, 2013 by Stephen Wesson

Here’s a question for anyone teaching with informational text, including teachers working to meet Common Core State Standards:

Where can you find a wide range of authors writing from varied points of view, making arguments with appeals to evidence, rich with historical strategies and figurative language, often using a number of different media, all in one package? In historic newspapers, that’s where.

Newspapers with 19th and 20th-century contents are rich sources of informational text in a dizzying array of formats. In a typical paper from 1900, you might find factual reporting, the breathing of life, biographical profiles, literary nonfiction, weather reports, box scores, essays, columns, graphs, maps, cartoons, and a poem about current events — maybe even all on the same page! The subjects covered allow for connections across the curriculum, and the stories can prompt explorations of point of view, interpretation, analysis, or an argument, and textual structure.

An easy way to delve deep into historic newspapers is to explore Chronicling America on the Library’s Web site, where you’ll have free access to millions of historic American newspaper pages from 1836-1922. (This blog has written about Chronicling America in a previous post.)

The topics in Chronicling America list lets teachers quickly find a number of articles on a single topic, such as the Haymarket Affair of 1886, and make comparisons between coverage in a number of papers from around the country, or even within a single newspaper.

Ask students to select an article that makes a strong argument, such as “Chicago’s Wild West” or “A Human Tiger” Challenge students to identify the specific claims the article makes, and to see if each claim is backed by at least one piece of evidence. How does the amount of evidence cited change students’ views of a particular article’s authority?

- Find two articles from different newspapers that express very different points of view on a single issue or event, like “Great Day for Labor” and “Violence Papers.” Encourage your students to compare and contrast the methods used by the two sources to make their case. Do they cite different evidence? Do they use different persuasive techniques?

- Newspapers of 100 years ago were full of cartoons, maps, portraits, and other visual elements. Select a visual, and ask students to compare it with a newspaper text about the same event. (For Haymarket, they might compare “The First Dynamo Band Risse in America” with “The American Lives!”) What does each medium do better than the other? How much more convincing are your students find one or the other?

How have you used historic newspapers to help your students explore informational text?
EDSITEment!

THE BEST OF THE HUMANITIES ON THE WEB

Lesson Plans: Grades 6-8

Chronicling America: Uncovering a World at War

Created June 26, 2014

TOOLS

Email
Print

THE LESSON

THE BASICS

Introduction

I have been a pacifist and, to a certain extent, I still am one, and therefore, I am able to understand their point of view. I can see no way that any right-thinking person can refuse to follow the president in his course concerning the war. Most of the pacifists’ positions are not only unwise, but silly. —Dwight D. Eisenhower

[Oral History interview with President Eisenhower, 1971]

One hundred years ago, the European nations were embroiled in a Great War. The United States attempted to continue trade and diplomatic relations with a war in Europe. This lesson gives students the opportunity to interact with historical newspapers available through Chronicling America and read the conflicting viewpoints of America’s opinion leaders and ordinary citizens. Students will engage in dialogue to try to understand the United States' decision to join the war.

Preparation

Resource Analysis Tool

Using the unit, collect and print out primary source documents from the Library of Congress Web site that relate to the national displays in the classroom. See these examples of possible displays.
National History Day

- >600,000 students in 2016
- Local, affiliate, national levels
- Year-long competition
- Special Prize sponsored by NEH for best use of Chronicling America –
  - in 2016, winners were
    - Junior Individual Website
      *Nikola Tesla: Exploring Electricity* (Indiana)
    - Senior Individual Performance
      *The Exploration, Encounter, and Exchange of Elisha Kent Kane,* (West Virginia)

- 2017 Theme = “Taking a Stand in History”
  - Themebook Resource from NHD: [Ten Strategies for Using Chronicling America in your Classroom](#)
Professional Development for Educators

- LC Summer Teacher Institutes
- Teaching with Primary Sources
- University Summer Courses
Social Media for Outreach

- Educational Outreach
  - Twitter (@teachinglc and @EDSITEment and 11 states)
    - Specific hash tags - #APUSH and #sschat
    - Content-specific - #chronam and #chroniclingamerica
  - Blogs
    - Teaching with the Library of Congress
    - EDSITEment! Closer Readings
    - State project blogs
    - LC blogs – 10 Stories…
  - Pinterest and Facebook too (e.g., #teachcivilwar)
    - Embedded image metadata

- Genealogists
  - #twitterstorians

- History Bots
  - @Paperbot, @TrendingHx (Trending History Bot), @snippet_jpg
Open Access through APIs and Bulk Download

- Open data
  - Documented API
  - Standard Web protocols – JSON and RDF
  - Linked Data
  - Persistent URLs

- Bulk data for download
  - OCR sets for text analysis

- A variety of ways to use
NEH Chronicling America Data Challenge

- Challenge.gov (part of digitalgov.gov)
  - Platform to support US government agency-driven crowdsourcing competitions and foster innovation
- NEH recently announced 6 winning projects
Thank you!

- NDNP Public Web
  http://www.loc.gov/ndnp/
  - Extra! Extra!  http://www.loc.gov/ndnp/extras/

Chronicle of America: Historic American Newspapers
http://chroniclingamerica.loc.gov

- Contact us at ndnptech@loc.gov