



FOCUS on Global Resources

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CRL Primary Source Awards

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In This Issue

This issue of *FOCUS on Global Resources* highlights the projects selected for recognition in this year's Center for Research Libraries Primary Source Awards program. CRL created the program in 2009 to promote awareness and use of primary historical evidence in research and teaching. Identifying and recognizing innovative uses of primary sources helps us to better understand the practices and the needs of scholars today.

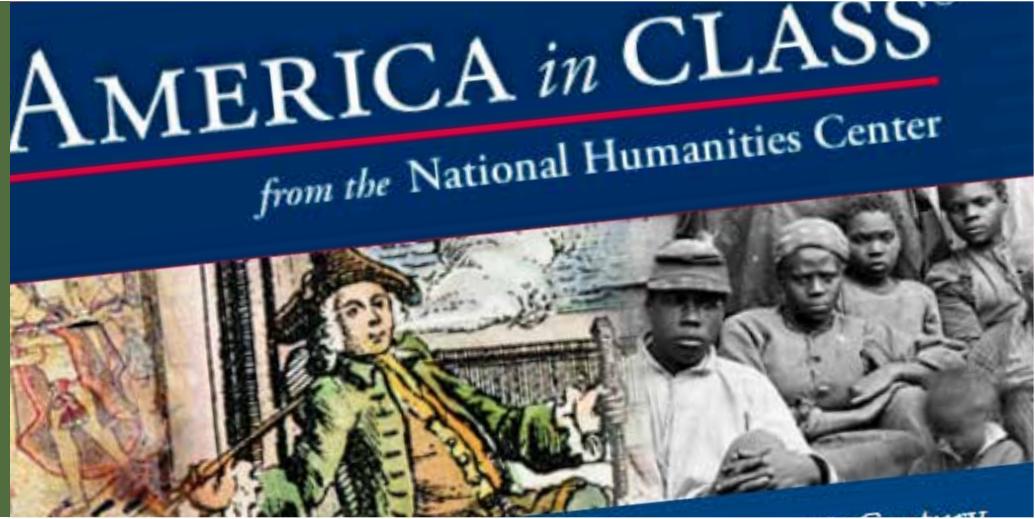
The projects featured here were selected from a competitive pool nominated by faculty and librarians at CRL institutions. CRL's Collections and Services Policy Committee, chaired by Dan Hazen of Harvard University, reviewed all submissions and identified the top projects in three areas: access, research, and teaching. The projects recognized this year illustrate a variety of approaches to mining the primary evidence of history.

We hope that the projects described here better enable librarians to support the excellent research and teaching being done throughout the CRL community. Please consider nominating a deserving colleague (or yourself) for the 2015 awards. Submissions are accepted beginning in June; the [CRL website](#) has details.

—Bernard F. Reilly, Jr.
President

The 2014 CRL Primary Source Awards flyer featured this manuscript cookbook from the Chef Louis Szathmary Collection of Culinary Arts, from the University of Iowa's DIY History initiative, the 2013 awardee for Access. Photograph by Tom Jorgensen, courtesy of the University of Iowa Libraries.

CRL Primary Source Awards



Main web page for the Lessons section of the America in Class website by the National Humanities Center, winner of the 2014 CRL Primary Source Award for Teaching.

The Center for Research Libraries first created the CRL Primary Source Awards in 2009 to recognize innovative uses of primary source materials by faculty, librarians and library staff, students, and other researchers in the CRL community. Nominations are accepted in three arenas: access, research, and teaching. This year the CRL Collections and Services Policy Committee, chaired by Dan Hazen, Harvard University, selected the following awardees for recognition:

2014 Primary Source Awards

Award for Access

"Civil War Day by Day" Project

**Biff Hollingsworth, Collecting and Public Programming Archivist,
University of North Carolina in Chapel Hill**

Nominated by: Doug Diesenhaus, Administrative Projects Librarian, University of North Carolina at Chapel Hill

Award for Research

Sonnet contributions to the centennial commemoration of the Los Angeles aqueduct system

**Christian Reed, Center for Primary Research & Training Scholar,
University of California, Los Angeles**

*Nominated by: Jasmine Jones, Project Manager, Los Angeles Aqueduct Digital Platform,
University of California, Los Angeles*

Award for Teaching

"Lessons" section of the America in Class website by the National Humanities Center

**Richard Schramm, Vice President for Education Programs,
National Humanities Center**

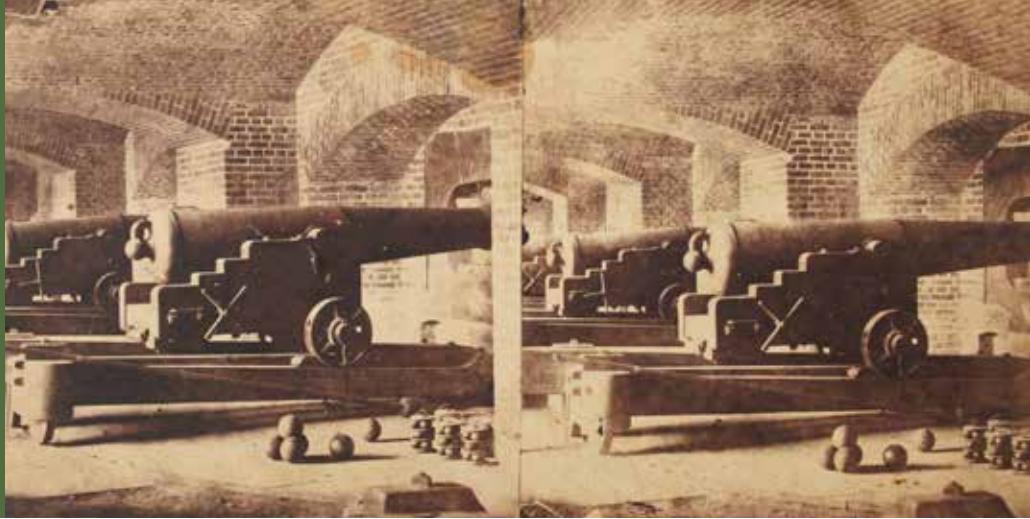
Nominated by: Brooke Andrade, Reference and Interlibrary Loan Librarian, National Humanities Center

2015 CRL Primary Source Awards

Nominations for the 2015 awards will be accepted beginning June 1, 2014.

Faculty and staff at CRL libraries are encouraged to consider other staff, faculty, or colleagues as candidates for these awards; self nominations are welcome. ♦♦

2014 Award for Access



From the “Civil War Day by Day” website: stereo views depicting the interior of Fort Sumter following the April 14, 1861, surrender of the fort. These pictures are attributed to the Charleston photographic establishment of “Osborn & Durbec’s Southern Stereoscopic and Photographic Depot,” operated by James M. Osborn and F.E. Durbec.

Award for Access

**Biff Hollingsworth, Collecting and Public Programming Archivist,
University of North Carolina in Chapel Hill**

Nominated by: Doug Diesenhaus, Administrative Projects Librarian, University of North Carolina at Chapel Hill

Biff Hollingsworth of the University of North Carolina at Chapel Hill has received the 2014 CRL Primary Source Award for Access, as the key creator of the innovative “Civil War Day by Day” project. The award recognizes people and projects that promote innovative use of primary source materials and ways to make them more accessible.

The “Civil War Day by Day” project (CWDD) features [an innovative daily blog](#), [online postings](#), and [library exhibitions](#) that focus on the lives of soldiers, slaves, and families and how they experienced the war, rather than on the traditional exhibition narrative based on military strategies, troop movements, and famous battles and commanders.

The online blog was launched on April 12, 2011, on the 150th anniversary of the outbreak of the Civil War at Fort Sumter, South Carolina, and will continue through April 9, 2015, the 150th anniversary of General Robert E. Lee’s surrender.

To establish a virtual connection between the experiences then and now, the project chronicles on a day-by-day basis the experiences of everyday people using date-specific, primary source materials, such as letters, pamphlets, books, photographs, telegrams, diaries, and sheet music, displayed on the same day 150 years later. The intent, Hollingsworth noted, was “to provide a sense of how the war was experienced by people living through it, who didn’t know how it would end, or what might happen to them and their loved ones.”

The resources for each day’s post are drawn from the vast holdings of the University of North Carolina’s Louis Round Wilson Special Collections Library, the Southern Historical Collection, North Carolina Collection, Rare Book Collection, and the University Archives and Records Management Services.

The project allows visitors to interact with the collections and primary source materials in new and interesting ways. For instance, on a post for the date August 17, 1861 (posted on August 17, 2011), a commenter wrote, “I am the great grand-

daughter of Susie Mallett and her namesake. I am the granddaughter of her son, Owen Davis Holmes. As a local history librarian in Indiana I have been working on digital projects . . . [and] was delighted to discover this family letter." Other comments included a spirited debate on whether a post on "stereo views of Fort Sumter," dated April 17, 1861, were staged at a later date, since the scene seems too tidy for a photo taken a few days after a fierce battle.

In addition to shifting the exhibition's historical perspective from the traditional military viewpoint to a more personal human focus, the project documents the reach and impact of slavery as the war marched on. For example, after General James Johnston Pettigrew was mortally wounded at Gettysburg, his family spent a long time discussing the fate of Peter, his "body servant" (slave) in their letters. The project also features letters about the movement of enslaved people from place to place as military control of various locations changed, as well as many letters written by enslaved persons, such as a letter dated March 25, 1863 in which a slave requests permission to marry.

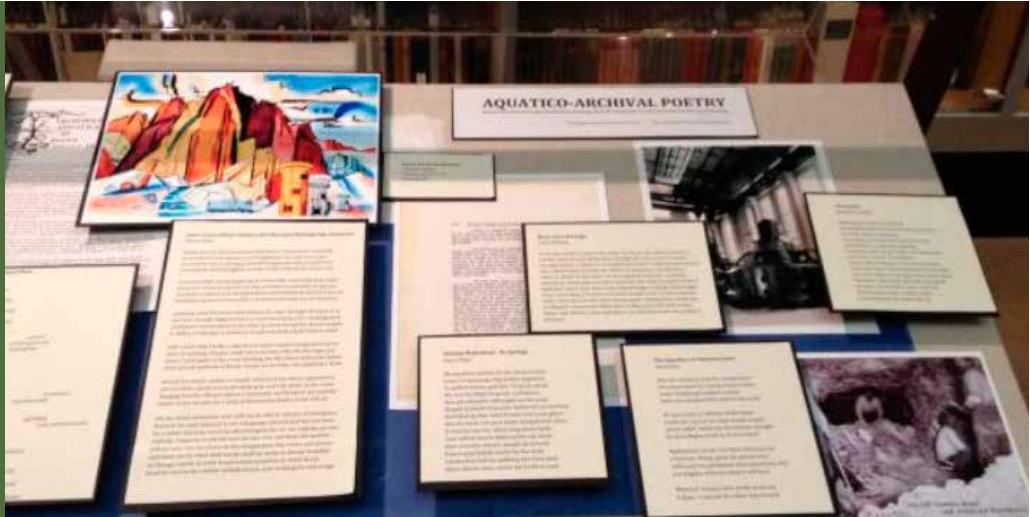
The boundaries of the project expand to include lectures in the library, such as one by University of Missouri professor LeeAnn Whites titled "Battle for the Home Front: Revisiting the Role of Women in the Civil War." Under the Classroom Resources menu, the project provides guidelines for using primary source materials from the CWDD in the classroom.

The CWDD project and its social media outreach efforts on Facebook (395 followers and growing), Twitter (1,754 followers and growing), and a YouTube video (viewed more than 2,300 times) have improved access and driven interest in the project for individuals and organizations who were unaware of the library's wealth of material on the Civil War. ♦

The @CWDaybyDay Twitter feed offers daily statements from Civil War soldiers 150 years ago.



2014 Award for Research



The 2014 UCLA Library Special Collections exhibit on Los Angeles aqueduct-related primary sources featured poetry and art.

Award for Research

**Christian Reed, Center for Primary Research and Training Scholar,
University of California, Los Angeles**

*Nominated by: Jasmine Jones, Project Manager, Los Angeles Aqueduct Digital Platform,
University of California, Los Angeles*

The year 2013 marked the centennial of the opening of the Los Angeles Aqueduct in November 1913. The Special Collections Library at the University of California, Los Angeles, initiated the Los Angeles Aqueduct Digital Platform project (LAADP) to digitize the archives that document the development and construction of the aqueduct system, one of the largest engineering projects of the twentieth century. Christian Reed's contribution to the commemorative project has received the 2014 CRL Primary Source Award for Research.

Reed, a Ph.D. candidate in English and a scholar at the Center for Primary Research and Training, was asked to use primary source materials to develop opportunities for the community to access and explore the LAADP, to encourage and engage community input, and to promote participation in commemorative activities. Jasmine Jones, the LAADP Project Manager, reports that Reed's innovation "transcended the digital bounds of the LAADP" and brought together an "audience of diverse interests" that included environmentalists, academics, students, poets, artists, and others.

Reed based his project on the sonnet: a 14-line poetic form designed to express a single, complete thought, idea, or sentiment in one of a number of rhyming schemes, which concludes in a two-line couplet. As a poetry enthusiast and experienced teacher, Reed recognized that the sonnet form is uniquely suited to comparing and reconciling relationships that involve a power imbalance. In his research on the aqueduct system, Reed realized that the capability could be instrumental in helping to reconcile the competing viewpoints that envelop the aqueduct engineering project, which diverts water resources from rural Inyo County, adjacent to the Nevada border, 233 miles across the state to Los Angeles.

For his experiment, Reid enlisted artists and activists, as well as UCLA faculty and students. This network included members with close ties to Owens Valley in Inyo County, individuals who were intimately involved in water rights research and activism, and others with no knowledge of the aqueduct system at all. To moderate the opposing views on the aqueduct system, Reed noted that "the sonnet performs this feat of thought by dissolving the unbalanced relationship into a linked series of problems. Each problem, together with its resolution, makes up a single sonnet

. . . that [link] into a structure called a sonnet cycle, an unfolding study of a single complex situation.”

Using the sonnet as a communication device to encourage community input, Reed furnished participants with “raw sonnets,” composed of four primary-source archival elements (newspaper clippings, postcards, photos, and a draft script) and encouraged them to complete the poems based on their own interests. The diverse network of sonneteers produced numerous works that were presented in various ways: digital postings on the LAADP online platform; community-based café-style poetry readings with commentary from a distinguished UCLA English professor; and a physical presentation of the sonnets and the primary sources that inspired them, curated into a traditional exhibition and displayed in the Special Collections Library. ♦♦

The Aqueduct, in Fourteen Lines

By David Ulin

Was the aqueduct built for orange juice?
You know what I’m saying Owens Valley
water irrigating breakfast concentrate,
two hundred fifty miles to the south.

Or was it built so William Mulholland
could ride out his last days awash in guilt
swept under the devastation wrought
by the collapse of the St. Francis dam?

Mulholland’s home was later laid waste for
a freeway, fitting, given the ghosts who
still haunt his penthouse office downtown. But
Los Angeles will have what it will have.

Which is? A future that works as we say
it does—and not the other way around.

2014 Award for Teaching



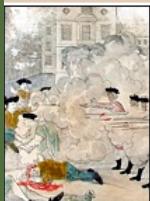
American Beginnings

The European Presence
in North America,
1492–1690



Becoming American

The British Atlantic
Colonies, 1690–1763



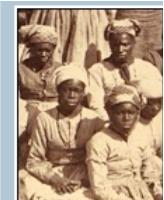
Making the Revolution

America, 1763–1791



Living the Revolution

America, 1789–1820



The America in Class project offers collections of primary resources compatible with the Common Core State Standards—historical documents, literary texts, and works of art—thematically organized with notes and discussion questions.

Award for Teaching

**Richard Schramm, Vice President for Education Programs,
National Humanities Center (NHC)**

*Nominated by: Brooke Andrade, Reference and Interlibrary Loan Librarian, National
Humanities Center*

The CRL Primary Source Award for Teaching recognizes teachers and educational planners who incorporate primary source materials in the classroom and curriculum in new and innovative ways. This year's award recognizes the [America in Class \(AIC\) "Lessons" project](#), developed by Richard Schramm and colleagues at the National Humanities Center, an innovative program that embodies an impressive combination of timeliness, collaboration, convenience, and educational excellence.

The America in Class initiative was launched in 2012 as an ongoing, online project conceived by the NHC Education Program. The initiative is designed to encourage teachers K–12 to use primary source documents to fulfill the Common Core State Standards for English language and literacy in history and social sciences. The AIC consists of the Lessons project and three other components: Toolkits, TeacherServe, and Online Seminars. The AIC program was designed and executed by NHC staff.

AIC is designed to promote the analytical skills called for in the Common Core State Standards for English language arts and literacy in history and social studies, which include identifying and evaluating textual evidence, determining central ideas, understanding the meanings of words, and interpreting content presented in diverse media, including visual images. The AIC Lessons are openly accessible on the web.

To date, 45 states have voluntarily adopted the Common Core State Standards, which are designed to ensure that students graduating from high school are prepared to take accredited introductory courses in two- or four-year college programs or have the educational background needed to enter the workforce. The 2012 launch of the AIC positioned the program “ahead of the curve” for schools focused on gearing up for local implementation of the standards, while providing teachers with “close-reading” guidelines, classroom-ready activities, and exceptional literary and sociocultural content.

In addition to the collaborative development of the AIC program itself, each Lessons unit has an advisor who is a specialist on that particular event, person, or time period. For example, Dr. James Engell, a professor of English and Comparative Literature at Harvard University, serves as the advisor on the Frederick Douglass

Each America in Class Lesson on the National Humanities Center website is built around a framing question, an essential understanding, and a single primary resource or a small manageable set of resources. AIC Lessons are web-based and optimized for mobile devices. Image courtesy of the National Humanities Center.

unit. He collaborated with Schramm, Assistant Director of Education Programs and Online Resources Marianne Wason, and the Education Program staff in exploring the rhetoric and debate points used in Douglass's speech on "What to the Slave Is the Fourth of July?" He was also instrumental in the development of instructions for classroom presentation of the primary source documents, content selection for each lesson, and recommendations on close-reading, a skill emphasized in the Common Core Standards.

Students' use of technology is recognized in the AIC as an important contributor to the learning process, and is stressed in the Lessons units. To encourage repeat access by students, the units are designed to load quickly on a desktop, iPad, phone, or other small-screen device. The newer Lesson units include brief online learning activities, presented in Adobe Captivate, to hold the attention of students who might struggle to remain focused in a classroom setting. The units now receive more than a thousand clicks a month, demonstrating the value of integrating primary sources in the classroom. ♦

The screenshot shows the homepage of the America in Class website. At the top, there is a banner with the text "NATIONAL HUMANITIES CENTER" and "AMERICA in CLASS® from the National Humanities Center". Below the banner is a horizontal menu with five categories: "16th Century", "17th Century", "18th Century", "19th Century", and "20th Century". Underneath the menu, there is a large image showing historical scenes from different centuries. In the center of this image, there is a box containing a "New Lesson" titled "Benjamin Franklin's Satire of Witch Hunting". The box includes a small illustration of a scene from the lesson, a description of the lesson's focus, and the text "Text: Benjamin Franklin, 'A Witch Trial at Mount Holly,' 1730". At the bottom left, there is a section titled "About AIC Lessons" with a description of the program's purpose and how it aligns with the Common Core State Standards. On the right side, there is a mailing list sign-up form with fields for email address, a "Sign Up" button, and a "Privacy by SafeSubscribe®" note.

AMERICA in CLASS®
from the National Humanities Center

LESSONS

16th Century 17th Century 18th Century 19th Century 20th Century

New Lesson

Benjamin Franklin's Satire of Witch Hunting

How does Benjamin Franklin's satire of a witch trial argue that human affairs should be guided, above all, by reason?

Text: Benjamin Franklin, "A Witch Trial at Mount Holly," 1730

About AIC Lessons

America in Class® Lessons are tailored to meet the [Common Core State Standards](#). The Lessons present challenging primary resources in a classroom-ready format, with background information and analytical strategies that enable teachers and students to subject texts and images to the close reading called for in the Standards.

[Join Our Mailing List](#)

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