

August 9, 2016

Deep Dive Into Digital Content: Minnesota Reflections Primary Source Sets

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DEEP DIVE INTO DIGITAL CONTENT: MINNESOTA REFLECTIONS PRIMARY SOURCE SETS

Upper Midwest Digital Collections Conference, 2016

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“HEY, YOU GOT YOUR
CHOCOLATE IN MY PEANUT BUTTER!”



OUR REESE'S PEANUT BUTTER CUP DISCOVERY MOMENT

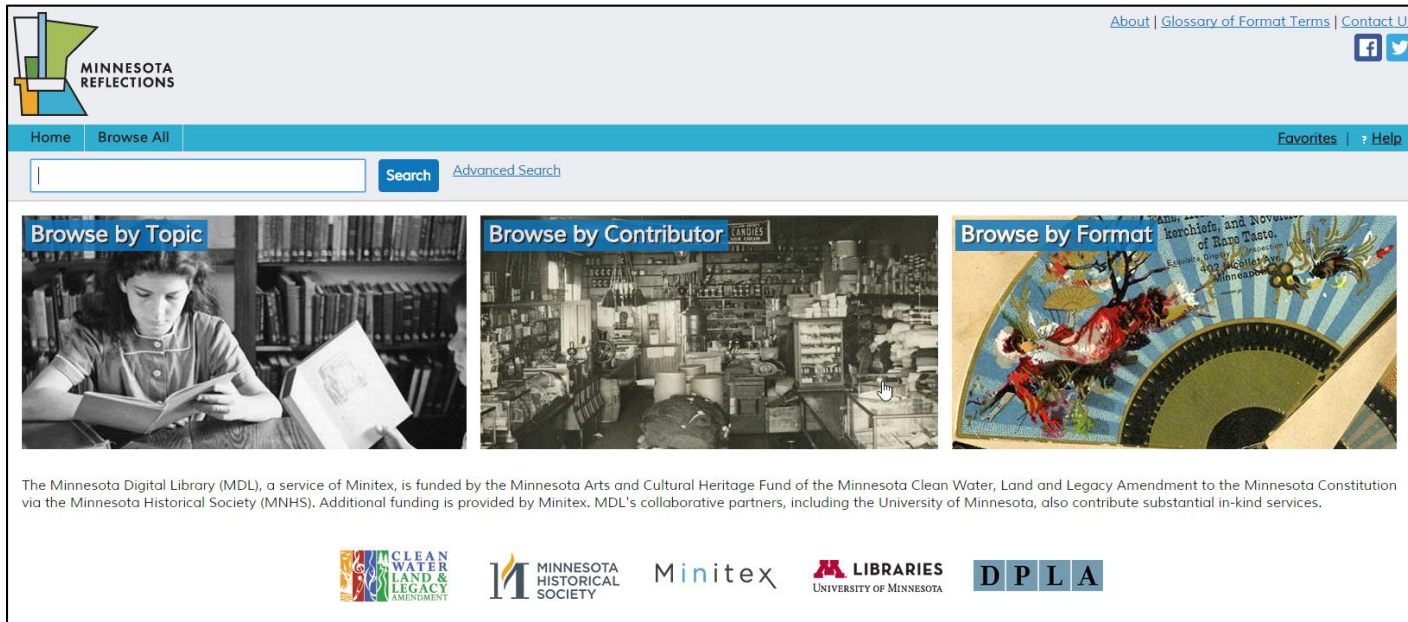


Students and researchers at all levels are in need of greater access to digitized primary sources and their context.

We manage and promote a digital collection of hundreds of thousands of primary sources and serve as a hub of the Digital Public Library of America (DPLA) which has been creating their own Primary Source Sets.

Minnesota Reflections
Primary Source Sets

WHAT IS MINNESOTA REFLECTIONS?



- 180 contributing organizations from across the state of Minnesota
- Non-profit, cultural-heritage organizations
- Contents: photographs, postcards, diaries, letters, journals, course catalogs, maps, atlases, oral histories, short subject films, newsletters, and much more



WHAT ARE DPLA'S PRIMARY SOURCE SETS?

Japanese American Internment During World War II Primary Source Set

By Franky Abbott, Digital Public Library of America

Teaching guide

[Teaching Guide: Exploring Japanese American Internment During World War II](#)

Compounding a long history of discrimination against Japanese immigrants to the US, Japan's 1941 attack on Pearl Harbor cast suspicion on America's Japanese citizens and residents. By early 1942, fear of Japanese American collusion in Japan's war effort prompted the US government to suspend the rights of its Japanese American citizens and relocate them to concentration camps. This decision, delivered by President Franklin D. Roosevelt in Executive Order 9066, aimed to remove Japanese Americans from the West Coast "exclusion area" where they had access to established channels of communication with Japan.

In all, the US War Relocation Authority evacuated more than 110,000 Japanese Americans from their homes and transplanted them, first to regional assembly centers, and then to ten relocation centers in remote outposts in the US interior. Of these 110,000, about two-thirds were American-born Nisei (second generation) and Sansei (third generation) and the rest Japanese-born Issei. In the camps, Japanese Americans lived in hastily-constructed barracks in extreme conditions, and struggled to overcome the stresses of internment and dislocation. Despite the suddenness and completeness of their removal from regular life, Japanese Americans resisted isolation by continuing to pursue education, religious worship, and family and community engagement in the camps. The US government subjected internees to loyalty questionnaires and offers to repatriate them to Japan in an effort to identify and contain subversive, disloyal Japanese Americans. Simultaneously, it recruited Nisei to enlist in the US Armed Forces.

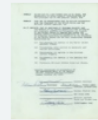
By the end of 1944, two cases before the US Supreme Court had attempted to challenge the constitutionality of internment. Although the Supreme Court upheld the constitutionality of evacuation in wartime, they ruled the incarceration of Japanese Americans unconstitutional. As a result of these decisions and the coming end of World War II, the US government began to release internees and close camps, shuttering nine of ten camps by the end of 1945. Japanese Americans returned to lives that had been taken from them—abandoned businesses, damaged and appropriated property, and stolen assets. This primary source set uses documents and photographs to tell the story of Japanese American internment during World War II.



A painting titled "News of Pearl Harbor" by artist Henry Sugimoto, 1942.



A poster captioned "All the ear-marks of a sneaky Jap! Don't discuss your job!," created by the US War Production Board, 1942-1943.



A resolution passed by the Japanese American Citizens League about Japanese American loyalty to the United States, December 22, 1941.



A photograph of a Japanese-owned store hosting an "evacuation sale" prior to relocation, 1942.



A photograph of a Japanese American woman arriving at Tanforan Racetrack in San Bruno, California, 1942.



A letter from Kenji Okuda to Norio Higano from Camp Harmony about his feelings on internment on Memorial Day, May 30, 1942.



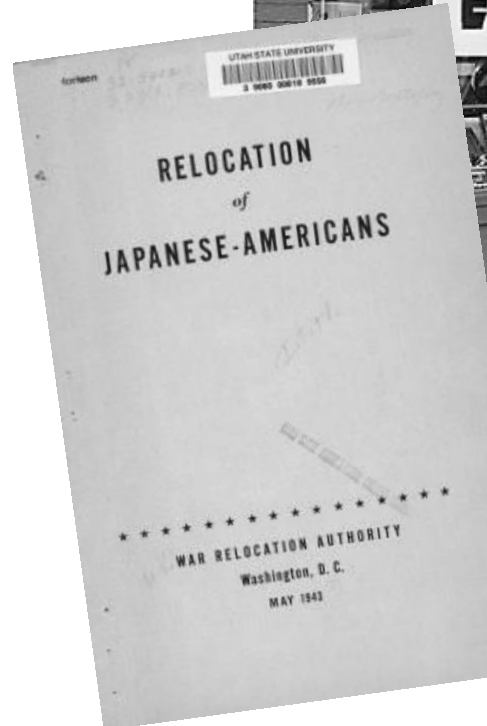
A letter from a teacher in Stockton, California about her student "Jimmie" who was sent to a relocation center, 1942.



A column, excerpted from the *Manzanar Free Press*, about "what the world is saying" regarding Japanese internment in the US, July 27, 1942.



A War Relocation Authority pamphlet explaining the background and nature of the US program for relocating Japanese Americans, May 1943.



THE CROSS-DEPARTMENTAL TEAM

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WHAT ARE MINNESOTA REFLECTIONS PRIMARY SOURCE SETS?

- Curated sets of primary sources on a Minnesota-specific topic.
- Designed to help students develop critical thinking skills.
- Encourages students to further research the topic.
- Brings together Minnesota resources in new ways for researchers.
- Provides educators with primary sources and tools for teaching them.

Primary Source Sets

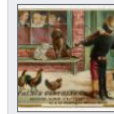
Minnesota Reflections Primary Source Sets are modeled from the [Digital Public Library for America Primary Source Sets](#) and designed to help students develop critical thinking skills by exploring a variety of topics related to Minnesota history and culture. Using both primary and secondary sources, these sets bring together different resources in new ways to help students better understand historic events and people in their context.

Drawing online materials from libraries, archives, and museums across Minnesota, these sets use letters, photographs, advertisements, oral histories, postcards, newsletters, papers, speeches and more. Each set includes a topic overview, ten to twenty primary sources, links to related resources, and a teaching guide which includes classroom discussion questions and activities. We invite educators and researchers to use these primary source sets in their teaching and learning.



[Civilian Conservation Corps in Minnesota](#)

The Civilian Conservation Corps (CCC) was a work relief program started in 1933; Minnesota's 148 camps had over 70,000 workers.



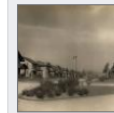
[Discrimination in Advertising Trade Cards](#)

Discover advertising trade cards from the late 19th and early 20th-century used by businesses throughout America.



[Mining on the Iron Range](#)

Learn about Minnesota's Iron Range, the immigrants who settled there and how iron mining has helped shape Minnesota.



[Morgan Park: U. S. Steel's Company Town in Duluth, Minnesota](#)

Learn about Morgan Park, a neighborhood in Duluth, constructed by U.S. Steel as a planned community and company town.



[Seth Eastman: Depictions of Native American Life](#)

Seth Eastman is known primarily for his depictions of daily life among the Dakota and Ojibwa tribes.



[Sinclair Lewis' Main Street](#)

Explore some of the themes and ideas laid out in Sinclair Lewis' masterpiece of American literature.



[Temperance to Prohibition](#)

Learn how the national temperance movement evolved resulting in prohibition of liquor and how it played out in Minnesota.



[World War I on the Minnesota Home Front](#)

World War I had a profound impact on the lives of Minnesotans. Explore these resources to learn about the Minnesota home front.

THE IMPORTANCE OF CONTEXT

Each Minnesota Reflections Primary Source Set begins with a brief historical overview — positioning the topic in its time, place, and significance.

Context provides an understanding of content and its meaning.

- Who
- What
- When
- Where
- Why

Understanding context ensures accurate application and use of the source material.

ENCOURAGING FURTHER RESEARCH

Electronic Library for Minnesota Resources (for Minnesota residents)

1. "[Eighteenth Amendment \(1919\)](#)." Gale Encyclopedia of U.S. Economic History. Ed. Thomas Riggs. 2nd ed. Vol. 1. Farmington Hills, MI: Gale, 2015. 369-370. Student Resources in Context. Web. 8 Apr. 2016.
2. "[Prohibition](#)." Britannica School. Encyclopædia Britannica, Inc., 2016. Web. 8 Apr. 2016.
3. "[Prohibition](#)." Student Resources In Context. Gale, Web. 8 Apr. 2016.
4. "[Prohibition](#)." American Decades. Ed. Judith S. Baughman, et al. Vol. 2: 1910-1919. Detroit: Gale, 2001. Student Resources in Context. Web. 8 Apr. 2016.
5. "[Repeal of Prohibition, 1930-1933](#)." DIScovering U.S. History. Detroit: Gale, 2003. Student Resources in Context. Web. 8 Apr. 2016.
6. "[Temperance and Prohibition](#)." Gale Encyclopedia of U.S. History: Government and Politics. Detroit: Gale, 2009. Student Resources in Context. Web. 8 Apr. 2016.
7. Stanley, Edith Kirkendall. "[Woman's Christian Temperance Union](#)." Dictionary of American History. Ed. Stanley I. Kutler. 3rd ed. Vol. 8. New York: Charles Scribner's Sons, 2003. 496-497. Student Resources in Context. Web. 8 Apr. 2016.

Additional Resources for Research

1. [Alcohol, Temperance & Prohibition](#), Brown University Library, Center for Digital Scholarship, n.d. Web. 8 Apr. 2016.
2. [Causes: The Woman's Christian Temperance Union](#), National Women's History Museum, 2007. Web. 8 Apr. 2016.
3. [How Teachers can make the most of Prohibition](#), National Endowment for the Humanities, n.d. Web. 8 Apr. 2016.
4. [Indomitable Spirits: Prohibition in the United States](#), Kentucky Digital Library, Digital Public Library of America, Apr. 2013. Web. 8 Apr. 2016.
5. [Prohibition: A Film by Ken Burns and Lynn Novick](#), Public Broadcasting Service, 2011. Web. 8 Apr. 2016.
6. [Progressive Era to New Era, 1900-1929 - Prohibition: A Case Study of Progressive Reform](#), Library of Congress, n.d. Web. 8 Apr. 2016.
7. [Teaching With Documents: The Volstead Act and Related Prohibition Documents](#), The U.S. National Archives and Records Administration, n.d. Web. 8 Apr. 2016.
8. [Topics in Chronicling America - Prohibition](#), Library of Congress, Serial & Government Publications Division, 23 Jul. 2013. Web. 8 Apr. 2016.
9. Weinhardt, Beth. [Anti-Saloon League Museum](#), Westerville Public Library, n.d. Web. 8 Apr. 2016.

Tapping Into Existing Online Resources

- ELM for Minnesota residents
- Additional resources
 - Library of Congress
 - National Archives
 - Smithsonian
 - Minnesota Historical Society
 - DPLA (Primary Source Sets, Service & Content Hubs)
 - New York Public Library
 - PBS
 - Universities

TEACHING GUIDES

- Provides teachers with a starting place for discussion questions and classroom activities.
- Each set includes at least 2 discussion questions and 1 activity – some include many more.

Teaching Guide: Morgan Park: U. S. Steel's Company Town in Duluth, Minnesota

This teaching guide helps instructors use a specific primary source set, Morgan Park: U. S. Steel's Company Town in Duluth, Minnesota, 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. What do company towns tell us about the companies themselves? Their attitudes towards their workers?
2. Look at the photograph of the curling rink in the Morgan Park Clubhouse Building. Discuss how U. S. Steel adapted their company town model to Minnesota's people, culture and interests.
3. Why did Morgan Park own its own general store? Do you think the prices at this store were more or less than what you would pay at a store in downtown Duluth?
4. What could happen to workers and their status within Morgan Park if the workers went on strike?

Classroom Activities

1. Assign the class the job of planning their own planned community. This should be a community for everyone in the class to live in. What would it include and why? What would be left out? What rules would be implemented? What happens when someone breaks the rules?
2. Set up a classroom debate. Discuss the pros and cons of living in planned community. What are the advantages of living in a company town? What are the disadvantages of living in a company town?
3. Assign students different roles associated with Morgan Park: a U. S. Steel worker, the child of a steel worker, the manager of the general store in Morgan Park, the head of Minnesota Steel Company, a minister at a Morgan Park church, a doctor or nurse at the Morgan Park Hospital. Conduct a series of mock interviews. Ask each member of the Morgan Park community about their lives. Expectations? Roles? Responsibilities?

✉ [Send us feedback about this primary source set](#)

⬆ [back to top](#)

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

A diver in full black gear, including a wetsuit, mask, and fins, is captured mid-jump from the side of a white boat. The diver is carrying a blue and yellow scuba tank. Water is splashing around the diver's feet as they enter the sea. In the background, several yellow buoys are visible on the horizon under a clear sky. The text "LET'S DIVE IN!" is overlaid on the right side of the image in large, white, bold letters.

LET'S
DIVE
IN!

GOALS OF THE PROJECT

- Influence research → Strengthen students' research efforts (e.g., research papers, digital projects, presentations, History Day, etc.)
- Influence teaching → Strengthen educators' efforts in using primary source sets in the classroom
- Expand access & use of existing resources → Putting already digitized content and online resources together in new and different ways for users

NEXT STEPS

- **Collect feedback and usage data on current work (Phase 1)**
- **Continue to promote current sets (Phase 1)**
- **Launch Phase 2 (Fall 2016):**
 - 1. Add more Primary Source Sets**
 - 2. Invite guest authors to curate and write a primary source set on current collections in Minnesota Reflections**
 - 3. Invite contributors to submit curated collections to Minnesota Reflections and write an accompanying primary source set**

A photograph of two dolphins leaping from the water, their mouths wide open in a playful gesture. The dolphins are light gray with white underbellies. The water is dark blue and splashing around them. The text 'THANK YOU!' is overlaid at the top in white, with a short orange horizontal line below it.

THANK YOU!

CONTACT US!

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