

Welcome to today's Infopeople Webinar!

Infopeople is dedicated to bringing you the best in practical library training and improving information access for the public by improving the skills of library workers. Infopeople, a grant project of the Califa Group, is supported in part by the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act administered in California by the State Librarian. This material is covered by Creative Commons 4.0 Non-commercial Share Alike license. Any use of this material should credit the funding source.

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

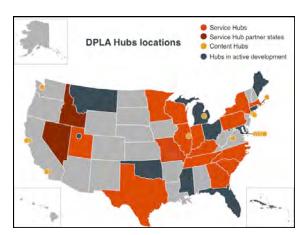
- Provide DPLA a single feed of content from multiple cultural institutions in a state
- Helps institutions in that state collaborate and participate in DPLA







UMass Amherst Libraries



What can I find through DPLA?

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



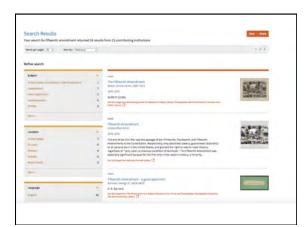


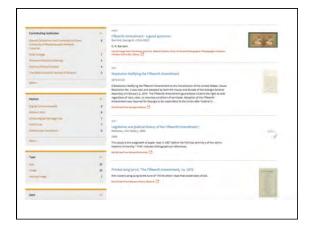


What can I find through DPLA?

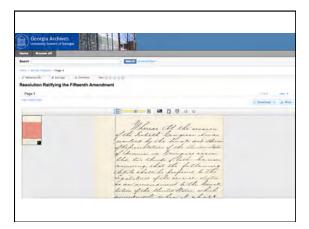
- US history and culture and more!
- National and local sources and stories
- Vetted and described by information professionals











Search Tips

- 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.

View search results in... Мар Timeline





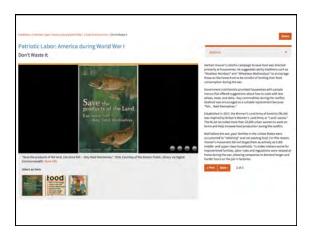
Other Resources and Projects from DPLA

Exhibitions: dp.la/exhibitions



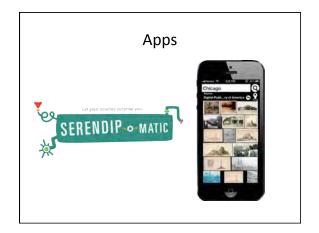


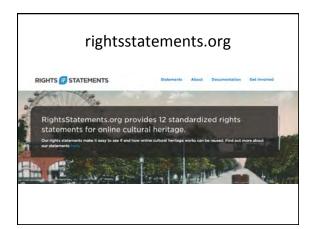






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eaching Guide: Exploring the Wounded Knee Massacre	Primary source set	
to Tracky Motion, Digital Public Library of America. No tracking guide helps instructors use a specific primary source set, The Reserved God Nassoon, in the classroom, it offers	This teaching guide is a companion to the traveled from	
experience, discription, clicerrison pollutiles, and primary source analysis tools. It is intended to leave, proleogopout overtons to giving a simple approach to the material. Please find fine is share, now, and edge the resources in this paids for your leading promotes.		
Discussion questions	Primary source analysis	
Consider the sources in this set What presignation so the events at Wounded Kneed of they shared within perspectives are missingly likely to the allessor of White perspectives they would be Estory, and Build so the event when the extension of the allessor of the extension	For each source, ask students to indicate: • the sortion's point of siew.	
 Command the commissions and privilege gifts find document clarified activities on the Rodge baseling up to Bloomed Knee Rodge issued and have does the commissionisms from the find the clarifications on the conjugate that the confidence is upon to the confidence or to report your decision. Construct and the final decision is upon to report you decision. Construct and the final decision is required upon the final decision of the confidence is upon the final activities does the surface and the final decision of the confidence is the final decision of t	the author's gurpose Notarical context	
manifect in this act! How does this compare and contract with other accounts of what happened? 4. The longs of notions fouring judies don't is a was grain a long of the most between photographs of this whole fouring his photographs along this photographs does this staging tell us about the individualities between the photograph's bulgets and the photographs along the individualities between the photographs is bulgets.	sudience for impulsy based learning, ask students to:	
5. Using the photographs of events after Wounded Kries, explain how conditions impacted these events. Obe evidence from the	 explain from a source tells its story and/or makes its argument 	
phonigraphs to support your claims. 6. According to the situation report and the actival impaction report, what were sunditions like on hime Ridge in the aftermuch of bloomed for the impact of the	explain the relationships between sources compare and contrast sources in furths of point of view and method	
 Using the sources about the 1513 Blounded Knee occupation, compare this event to other Ovel rights protests. Biful role does the history of Blounded Knee play in this event? 	view and method • support conclusions and interpretapors with twifence	
Classroom activities	Identify questions for further investigation Additional tools	
 After addressledging the abbrect of documents that address Laberts perspectives on the messacrie at Mounded Knee, sak students as a disse to balentame questions they would as in they could be time-traveling reporters. That a followation from Laberts perspections do served to readle served on the events hadding up to the messacrie! Quring! After! Abbies would is be important to intension for a wall republishment of Laberts experiences at throughold Knee! 	Concerns Analysis Studentheen Spirit the Sational Archives	
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DPLA's Plans for the Future

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



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