

# CLIO IN THE CLASSROOM



A GUIDE FOR EDUCATORS



# FOUNDER'S WELCOME

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Welcome to Clio in the Classroom!

Thank you for using Clio with your students! We hope that this assignment will inspire your students and bring everything together—research, analysis, writing skills, and using primary and secondary sources.

We are constantly updating the website and mobile application, and we welcome your ideas. Our highest priority is providing original, accurate, and well-written content to the public. Thank you for making this possible.

**DAVID TROWBRIDGE**

Founder and Executive Director of Clio

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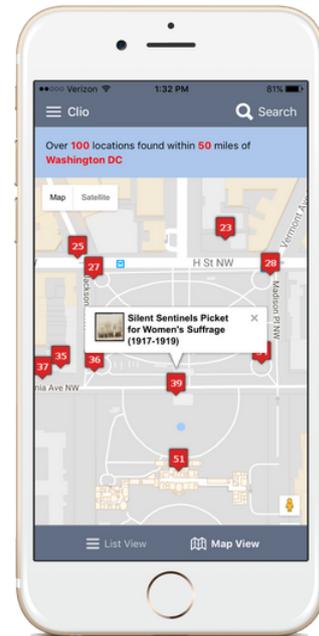
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# WHAT IS CLIO?

## An innovative digital platform

Clio is an educational website and mobile application that guides the public to thousands of historical and cultural sites throughout the United States.

Named after the ancient muse of history, Clio uses GPS to reach the public where they stand and guide them to museums and historical and cultural sites. Each entry includes concise information, embedded media, and links to primary sources and relevant books and articles. Clio also offers maps and navigation, as well as useful information for visitors to museums, libraries, and historical sites.



## A process of connection and discovery

Clio promotes discovery of history around us. Clio turns mobile devices into time machines with amazing images, primary source materials, and information about historic events that occurred right where you are standing.

With Clio in the Classroom, educators and their students create and publish humanities scholarship that will instantly reach a broad audience. Students foster their research, writing, source analysis, and revision skills and forge connections with the past.

## The possibilities are endless!

We believe that there is something powerful that occurs when our sense of the past connects with our sense of place. We hope that you and your students enjoy using Clio as a way to practice the skills of historians, make your work publicly available, and share the history and culture of your community.



# CLIO'S CORE PRINCIPLES



Clio interprets historically and culturally significant places and past events.



Clio entries consist of original, objective work and reference credible sources.



Clio entries use text, images, primary and secondary sources, and links to related content to tell rich, detailed, and concise stories about the past.



Clio is a collaborative community that works together to document and share history.

# TYPES OF CLIO ENTRIES

## HISTORIC SITES, MONUMENTS, LANDMARKS, AND PUBLIC ART

Physical sites that exist in the present. These entries guide the public to an existing monument, historical marker, landmark, building, or public space. The entry will offer a concise historical interpretation of the site and its significance.

## MUSEUMS, GALLERIES, AND ARCHIVES

Historical and cultural institutions. Entries should provide a history of this institution and, if the building/location is historic, a history of the building/location as well.

## TIME CAPSULE

These offer a concise summary of a historic event or a former structure that no longer exists. Unlike the first category, there is nothing presently marking that location. Events must be "pinned" to a specific and relevant place on the map.



### HISTORIC SITES, MONUMENTS, LANDMARKS, AND PUBLIC ART

This entry explores the history of Mission Santa Barbara, the only California mission that has remained in operation since its founding.



### MUSEUMS, GALLERIES, AND ARCHIVES

The Aull Center for Local History is a local archive in West Virginia. The entry explains the development of the archive, what the archive holds, and the history of the building where the archive resides.



### TIME CAPSULE

Women nicknamed the "Silent Sentinels" picketed outside the White House for the right to vote between 1917-1919. This entry marks the location where this took place. (Photo: Library of Congress)

## THE PURPOSE OF A CLIO ENTRY IS TO...

**Inform the reader about the history and significance of a place.**

**Guide the reader to visit the place in person or taking Clio tour.**

**Spark curiosity in the reader to learn more by following sources and links.**

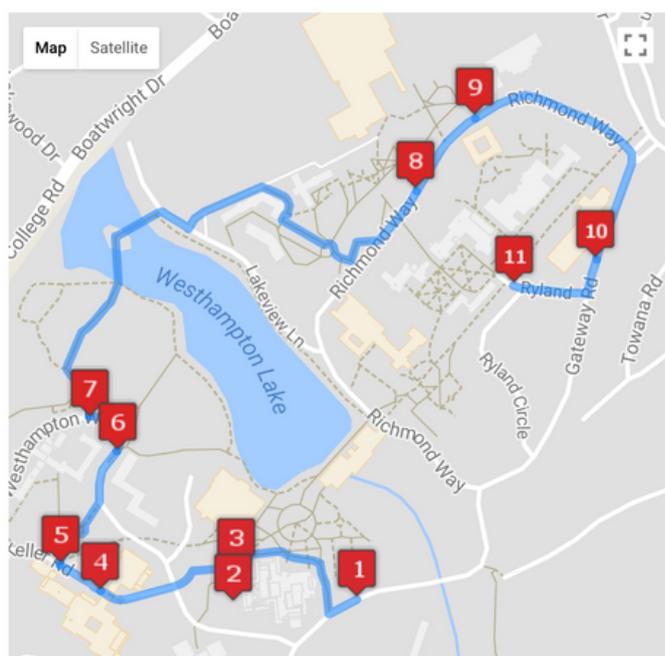
# CLIO TOURS

## CLIO TOURS

In the classroom, students can create walking tours and heritage trails that connect individual Clio entries and offer step-by-step directions. **Walking tours** should be less than three miles and cover a variety of historically or culturally significant sites. **Heritage trails** usually cover a much larger geographic area and they often serve as an educational resource for users who click through each entry rather than physically traveling to each location on the trail.

**Entries on this tour**

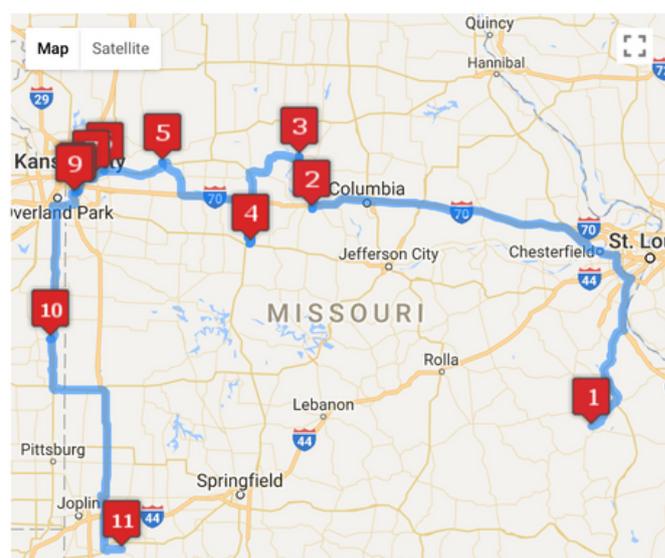
-  **1 Henry Mansfield Cannon Memorial Chapel**  
Harry Mansfield Cannon Memorial Chapel was completed in the fall of 1929 – fifteen years after the...
-  **2 Westhampton Deanery**  
Since 1925, the Westhampton Deanery, now also known as the Westhampton Center, has been a...
-  **3 Gottwald Science Center**  
The Gottwald Sscience Ccenter is one of the most prominent buildings on the Westhampton College...
-  **4 Modlin Center for the Arts**  
The George M. Modlin Center for the Arts is a Collegiate Gothic style building that rests on the...



Students at the University of Richmond created this walking tour of their college campus. In their entries, students explained the meaning behind building names, explored change over time on campus, and situated local history within broader contexts.

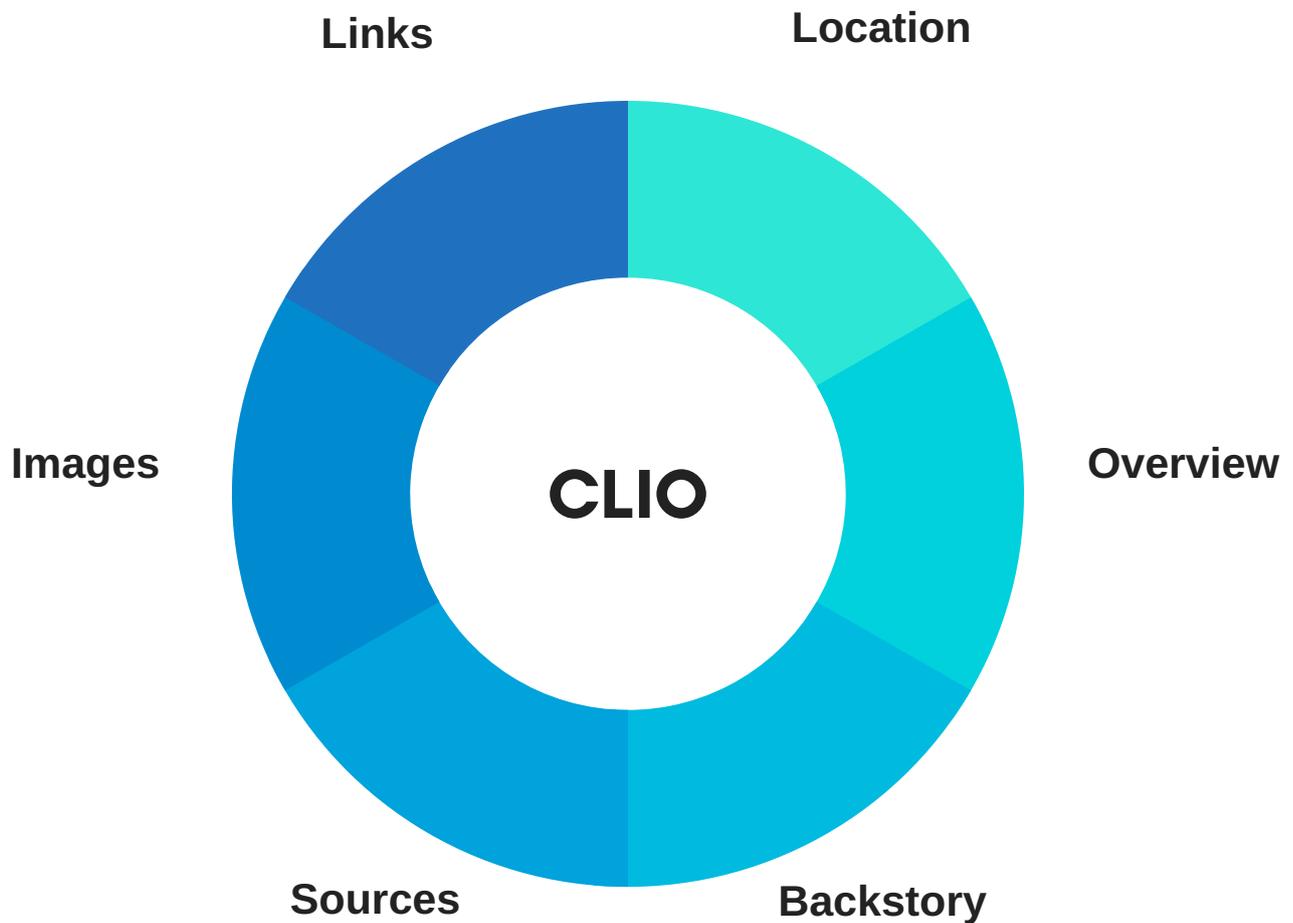
**Entries on this tour**

-  **1 Fort Davidson State Historic Site [Battle of Pilot Knob] (Price's Raid)**  
The Battle of Fort Davidson, also known as the Battle of Pilot Knob, was the first full-scale engagement of Confederate...
-  **2 4th Battle of Boonville (Price's Raid)**  
Though not fought on the same ground as the previous three Civil War battles near Boonville, this 1864...
-  **3 Battle of Glasgow (Price's Raid)**  
During the final months of the Civil War, after a string of failures upon his infamous Missouri Expedition in...



This tour follows Sterling Price's Confederate invasion through Missouri and Kansas, which can foster students' understanding of military campaigns.

# ANATOMY OF A CLIO ENTRY



## **Location**

The entry marks a historically or culturally significant place or past event. This is added to Clío by entering an address or moving the pin in Google Maps.

## **Overview**

A five to eight sentence Overview provides essential names, dates, places, and events that help the reader understand the topic's history and significance. Think of the Overview like a museum label: a single paragraph providing all the key information.

## **Backstory**

The Backstory provides a rich, detailed, and concise narrative in four to six paragraphs. Here is where students tell a compelling story about the past.

## **Sources**

Entries should cite least three credible sources, such as books, journal articles, and credible websites. Each source should be properly cited using the Citation Helper or Chicago Manual of Style.

## **Images**

Images (photographs, drawings, maps, gifs) are a form of visual storytelling. Image captions should explain the image, reinforce key information, or expand upon the narrative.

## **Links**

Links to at least two related books, articles, credible websites, or videos will further the reader's exploration of the topic.

# CLIO IN THE CLASSROOM

## WHAT CAN I DO WITH CLIO IN THE CLASSROOM?

**Create** individual entries and complete walking tours with students. Clio includes instructional videos that guide students through each step.

**Connect** students and the public with the history that surrounds them and the work of historians.

**Foster** students' skills in historical thinking, research, source analysis, writing, and digital history.

**Guide** students with peer and instructor feedback and a suite of instructor resources. Clio in the Classroom offers a single log-in for students and a single administrative screen for instructors.



*"When students in my seminar interpreted the University of Richmond's landscape, they saw not only their campus but history itself in a new way. Thanks to Clio, their work benefits everyone who lives, works, studies, and visits here."*

Dr. Ed Ayers, University of Richmond

# LEARNING OBJECTIVES FOR CLIO IN THE CLASSROOM

## **RESEARCH AND HISTORICAL THINKING**

Students will locate and assess credible sources using digital tools such as databases and search engines. Students will also demonstrate their capacity to utilize libraries, archives, and other means of discovering and analyzing source materials.

Students will demonstrate historical thinking skills in their research and writing, including analyzing primary and secondary sources, synthesizing information, explaining change over time, providing historical context, assessing claims and evidence, and incorporating multiple perspectives.

Students will collaborate with local historians, scholars, librarians, museum professionals, members of historical societies, community members, and/or other individuals who have knowledge and resources related to their topic. Students will integrate information and feedback from these professionals and community members within their entry.

Students will review and incorporate the work of scholars within their entry to provide historical context.

Students will provide feedback for their peers and also seek feedback from peers about their work. Using this feedback, along with feedback from their instructor, students will review and revise their entry prior to submission.

## **WRITING AND COMMUNICATION**

Students will organize their research using an outline and demonstrate the capacity to use this outline to create a professional, well-organized, and objective summary of a historical or cultural site. Students will incorporate facts throughout the narrative drawn from credible sources.

Students will demonstrate their ability to write credible content for a public audience utilizing an advanced digital platform.

## **DIGITAL LITERACY**

Students will demonstrate the capacity to navigate Clio and other digital tools such as databases and search engines for conducting research online.

Students will create entries that integrate digital media such as text, images, videos, audio files, and links to credible sources. Students will demonstrate the capacity to cite and format these sources appropriately in their Clio entry.

# CREATING ASSIGNMENTS

## CREATE A NEW ENTRY

- Students develop an entry for a historic place or event that is not already in Clio.
- Invites students to envision a new contribution to Clio's growing database.
- Allows students develop an entry from the ground up by engaging in processes of research, outlining, writing, and publishing.
- Students will be credited in Clio as the author of this entry.



## EDIT AND EXPAND AN EXISTING ENTRY

- Students find an entry that needs improvement, such a stronger and richer narrative and more images, sources, links.
- Challenges students to work with existing material while engaging in the processes of research, outlining, writing, and publishing.
- Allows students to see a "before and after."
- Students will be credited as the editor.

**1. Nearby History** - The class creates or edits entries of history in their local vicinity.

**2. Historical Places** - Students find a place of historical or cultural significance and create a narrative. The National Register of Historic Places and lists of historic markers are great places to start. For example: Woodburn Hall at West Virginia University, District of Columbia War Memorial, and Klingle Valley Bridge.

**3. Historical Events** - Students expand their knowledge of a historical event by creating or editing Clio entries of this event. For example: Silent Sentinels Picket for Women's Suffrage, N.A.A.C.P. Tablet Commemoration, and the Battle of Lewisburg.

**4. Historical Figures** - Students select a figure from history and create or edit an entry of a place, marker, monument, or event closely associated with this figure. For example: Alexander Hamilton Statue, Booker T. Washington National Monument, Mary McLeod Bethune Council House, and Marian Anderson Sings at the Lincoln Memorial.

**5. Local Institutions** - Students explore the history of local museums, historic sites, galleries, libraries, schools, and other cultural institutions. For example: West Virginia Mine Wars Museum, Arlington House, and the Smithsonian Castle.

# CREATE CLIO TOURS

- **Walking tours** should be walkable and encompass historically or culturally significant sites.
- **Heritage trails** usually cover a much larger geographic area and they often serve as an educational resource for users who click through each entry rather than physically traveling to each location on the trail.
- Students work together to create a tour centered around a place, historical topic, or theme.
- Students make connections between historic and cultural sites.
- Students arrange sites in a logical route.
- Your class will be credited as the creator of the tour.

Start by identifying and creating a list of monuments, buildings, markers, and other landmarks that should be included in the tour or trail. Some of these sites might already be in Clio, and you can always edit and improve individual Clio entries in addition to creating new entries for sites that were not in Clio.

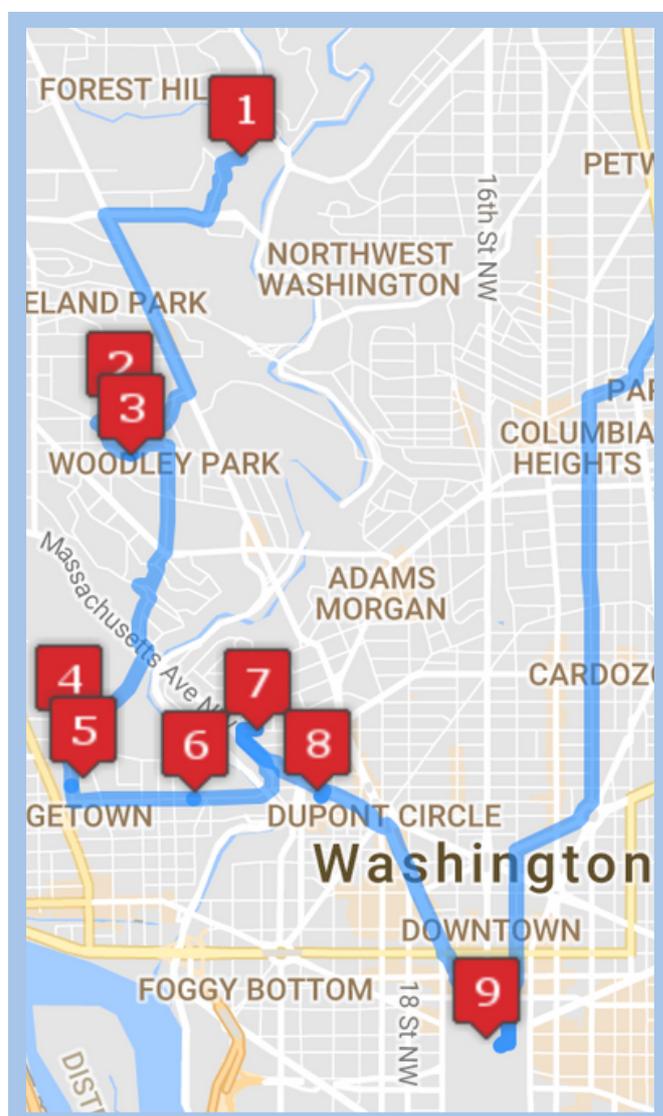
**1. Historic Districts** - Explore historically and culturally significant sites within a larger district. For example, Old Sacramento Historic District Walking Tour, Historic Jazz District of Kansas City, and University of Richmond Walking Tour.

**2. Themed Tours** - Encompass a historically theme or quadrant of history. For example, Women's History Tour of Washington, D.C., African American History of New Orleans Tour, and Pittsburgh Sports History Tour.

**3. Heritage Trails** - Cover more ground and link related places together thematically. For example, the Boston Freedom Trail, Selma to Montgomery National Historic Trail, and American Battleships Trail.

**4. Military Campaigns** - Follow military campaigns and foster a better understanding of how the military moved across landscapes in past conflicts. For example, the 1864 Missouri Expedition.

**5. Geographical Biography** - Tell the story of a notable figure by linking together sites that are significant to their personal history.



## RELATED ASSIGNMENTS

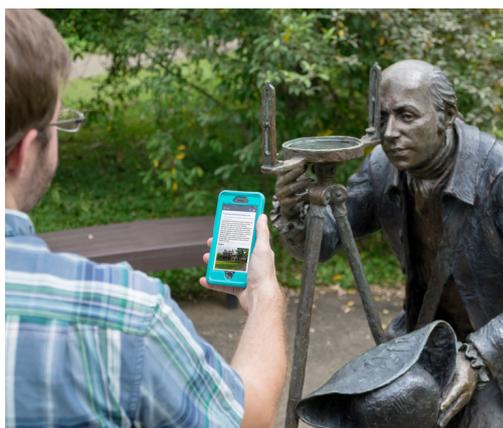
In addition to having your students turn in drafts of their entries, you can develop related assignments for students to build their entries throughout the semester. Aside from the Clio drafts, which can be submitted in Clio, the other writing assignments can be submitted through your school's LMS.

- **Topic Proposal:** Students submit a one-page Topic Proposal for their Clio entry.
- **Annotated Bibliography:** Students select at least three secondary sources to reference in their research and develop an annotated bibliography.
- **Outline:** Students organize their research and plan their writing using an Outline.

**Visit our website to download handouts, rubrics, and assignment sheets for you and your students. You can edit these documents as much as you wish to suit your plans for the class.**

## SUGGESTIONS FOR DEVELOPING ASSIGNMENTS

- **Integrate** with existing course material so that conducting research and writing the Clio entry builds upon concepts and skills discussed in class.
- **Collaborate** with community partners and projects. Clio provides great opportunity to enhance other projects. For example, students at West Virginia University created a women's history tour in conjunction with an exhibit of contemporary women artists from West Virginia. The Clio tour and physical exhibit worked together to tell a story.
- **Connect** with related courses and skills. For example, a history professor at Illinois College partnered with a public speaking course so that her students could present their entries to community partners.
- **Share** your Clio entries and tours with family, friends, colleagues, and the public. Each entry and tour has a unique URL, which you can share on social media, in newsletters, on posters, or in QR codes.
- **Download** handouts, rubrics, and assignment sheets from Clio's website.



We love to hear from teachers! Reach out to us if you have questions, ideas, or simply want to share what you and your students have done with Clio.

[clio@theclio.com](mailto:clio@theclio.com) | [www.theclio.com](http://www.theclio.com)



## Clio in the Classroom: A 16-Week Semester Plan

Developing a Clio entry can be a semester-long endeavor. Students can be assigned smaller assignments that help build the final version of the Clio entry. Here is a 16-week semester plan that you can use or modify to fit your needs.

| Week | Objectives and Procedures                                                                                                                  | Assignment Due                                       | Handouts                                                       |
|------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------|
| 1    | Introduce Clio and digital history.                                                                                                        |                                                      | - Assignment Sheet<br>- Rubric with notes                      |
| 2    | Introduce Entry Proposal.<br>Discuss potential research topics and place emphasis of Clio.                                                 |                                                      | - Developing your Topic                                        |
| 3    | Continue discussing research topics.<br>Entry proposal due next week.                                                                      |                                                      |                                                                |
| 4    | Collect Entry Proposal.<br>Introduce Annotated Bibliography with X number of sources.                                                      | Entry Proposal                                       |                                                                |
| 5    | Hand back entry proposal with feedback about topics. Review Annotated Bibliography. Discuss research process and source material for Clio. |                                                      | - Clio Entry Outlines.<br>- Resources for Historical Research. |
| 6    | Collect Annotated Bibliography.<br>Discuss writing process.                                                                                | Annotated Bibliography                               |                                                                |
| 7    | Hand back annotated bibliography.<br>Introduce Outline and the writing process.                                                            |                                                      |                                                                |
| 8    | Collect Outline.<br>Introduce the writing process.                                                                                         | Outline                                              |                                                                |
| 9    | Hand back Outline.<br>Elaborate on writing process.                                                                                        |                                                      |                                                                |
| 10   | Peer review of Backstory.                                                                                                                  |                                                      |                                                                |
| 11   | Collect Backstory draft.<br>Discuss image selection and links.                                                                             | First draft of Backstory.                            |                                                                |
| 12   | Peer review of Overview, images, and links.                                                                                                |                                                      |                                                                |
| 13   | Collect Overview draft.                                                                                                                    | First draft of Overview along with images and links. | - Checklist for Clio entry submission.                         |
| 14   | Continue revising draft.                                                                                                                   |                                                      |                                                                |
| 15   | Continue revising draft.                                                                                                                   |                                                      |                                                                |
| 16   | Final Draft should be submitted to Clio.                                                                                                   | Final Clio entry.                                    |                                                                |



## Developing Assignments with Clio

Clio assignments can be tailored to your course topics, themes, and objectives, so that you and your students can make the most of using Clio in the classroom. This guide provides ways to approach and develop assignments, including creating new entries, editing and expanding existing entries, creating Clio tours, and related assignments.

### CREATE A NEW ENTRY

- Students develop an entry for a historic place or event that is not already in Clio.
- Invites students to envision a new contribution to Clio's growing database.
- Allows students develop an entry from the ground up by engaging in processes of research, outlining, writing, and publishing.
- Students will be credited in Clio as the author of this entry.

### EDIT AND EXPAND AN EXISTING ENTRY

- Students find an entry that needs improvement, such a stronger and richer narrative and more images, sources, links.
- Challenges students to work with existing material while engaging in the processes of research, outlining, writing, and publishing.
- Allows students to see a "before and after."
- Students will be credited as the editor of this entry.

Looking to theme your class's Clio entries? Here are some suggested themes:

**Nearby History** - Students create or edit entries related to history in their town or region. These entries encourage use of local archives and primary source research.

**Historical Places** - Students create entries on places of historical or cultural significance. The National Register of Historic Places and lists of historic markers are great places to start.

- For example: Woodburn Hall at West Virginia University, District of Columbia War Memorial, and Klingle Valley Bridge.

**Historical Events** - Students expand their knowledge of a historical event by creating or editing a Time Capsule entry. Teachers can assign the class a specific era or series of events, such as a war or social movement, to unite the entries under a common theme.

- For example: Silent Sentinels Picket for Women's Suffrage, N.A.A.C.P. Tablet Commemoration, and the 1862 Battle of Harpers Ferry.

**Historical Figures** - Students select a figure from history and create or edit an entry of a place, marker, monument, or event closely associated with this figure.

- For example: Alexander Hamilton Statue, Booker T. Washington National Monument, and Marian Anderson Sings at the Lincoln Memorial.

**Local Institutions** - Students explore the history and missions of local museums, galleries, libraries, and other cultural institutions. This can be a great way to forge community partnerships.

- For example: West Virginia Mine Wars Museum, Arlington House, and Hillwood Estate.

### **CREATE A CLIO TOUR**

With Clio tours, students work together to create a walking tour or heritage trail centered around a place, historical topic, or theme. Start by identifying and creating a list of places that should be included in the tour. Some of these sites might already be in Clio, and you can always edit and improve individual Clio entries in addition to creating new entries for sites that were not in Clio.

- **Walking tours** should be walkable and encompass historically or culturally significant sites.
- **Heritage trails** usually cover a much larger geographic area and they often serve as an educational resource for users who click through each entry rather than physically traveling to each location on the trail.

Looking for a theme for your class's tour? Here are some suggested themes:

**Historic Districts** - Explore historically and culturally significant sites within a district.

- For example: Old Sacramento Historic District Walking Tour, Historic Jazz District of Kansas City, and University of Richmond Walking Tour.

**Themed Tours** - Encompass a historical theme or quadrant of history.

- For example: Women's History Tour of Washington, D.C., African American History of New Orleans Tour, and Pittsburgh Sports History Tour.

**Heritage Trails** - Cover more ground and link related places together thematically.

- For example: Boston Freedom Trail, Selma to Montgomery National Historic Trail, and American Battleships Trail.

**Military Campaigns** - Follow military campaigns and foster a better understanding of how the military moved across landscapes in past conflicts.

- For example: 1864 Missouri Expedition.

**Geographical Biography** - Tell the story of a notable figure or group of people by linking together sites that are significant to their personal history.

- For example: All-American Girls Professional Baseball League Tour

**Suggestions for developing assignments:**

- **Integrate** with existing course material so that conducting research and writing the Clio entry builds upon concepts and skills discussed in class.
- **Collaborate** with community partners and projects. Clio provides great opportunity to enhance other projects. For example, students at West Virginia University created

a women's history tour in conjunction with an exhibit of contemporary women artists from West Virginia. The Clio tour and physical exhibit worked together to tell a story.

- **Connect** with related courses and skills. For example, a history professor at Illinois College partnered with a public speaking course so that her students could present their entries to community partners.
- **Share** your Clio entries and tours with family, friends, colleagues, and the public. Each entry and tour has a unique URL, which you can share on social media, in newsletters, on posters, or in QR codes.
- **Download** handouts, rubrics, and assignment sheets from Clio's website.
- **Contact us** if you have questions! We are happy to help you use Clio in the classroom.

### RELATED ASSIGNMENTS

In addition to having your students turn in drafts of their entries, you can develop related assignments for students to build their entries throughout the semester. These assignments can help students select topics, find sources, and outline the narrative text of their entries. Aside from the Clio drafts, which can be submitted in Clio, the other writing assignments can be submitted through your school's LMS.

**Topic Proposal:** Students submit a one-page Topic Proposal for their Clio entry. This will allow you to review and approve their topics. Before the Proposal is assigned, students should know whether or not they will be creating a new entry or editing an existing entry, and whether the class is working within a broader theme or creating a cohesive Clio tour. In the Proposal, students will discuss their topic, how they selected it, the historical significance of this site, and how it connects to topics discussed in class.

Helpful handouts: Assignment Sheet; Resources for Historical Research

**Annotated Bibliography:** Students select at least three secondary sources to reference in their research. These sources should be credible and academic. Students can reference the Resources for Historical Research handout to find books, articles, credible websites, research reports, and primary source material that will help them develop their entries. Each annotation should include 1.) a brief summary of the source and 2.) how this source will inform the student's research and writing of the Clio entry.

Helpful handouts: Resources for Historical Research; Rubric (with explanation of grading)

**Outline:** Students organize their research using an Outline. The Outline will encompass the Backstory narrative, which should include an introductory paragraph, body paragraphs, and a conclusion (4-6 paragraphs in total). Students can reference handouts for each type of entry to help guide them through this process.

Helpful handouts: Outlines for entries; Rubric (with explanation of grading)

**Entry Drafts:** Students can submit drafts of their entries through Clio's Instructor Accounts. You can provide feedback to each student in the comment box of their entry. We recommend instructors review at least one draft of the Backstory and Overview before the

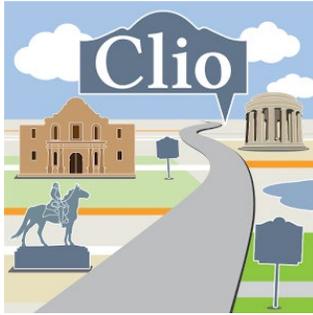
final draft is submitted, so that students can improve the content and writing of their entries.

Helpful handouts: Checklist for Students; Rubric (with explanation of grading)

These assignments are included in the Assignment Sheet and Semester Plan available on Clio's website. You can edit these documents as much as you wish to suit your plans for the class.

**We love to hear from teachers! Reach out to us if you have questions, ideas, or simply want to share what you and your students have done with Clio.**

[clio@theclio.com](mailto:clio@theclio.com)  
[www.theclio.com](http://www.theclio.com)



## ***Historic Sites, Monuments, Landmarks, and Public Art***

***Physical sites that exist in the present.***

These entries guide the public to an existing historic site, such as a historic building, landmark, monument, memorial, marker, or work of art. The entry will offer a concise historical narrative of the site and its significance.

When researching and writing about a historic site, you will find yourself discussing...

- ***The historical context*** – the social, cultural, economic, and political conditions within the time and place you’re researching. For example, if you are writing a Clio entry on the Washington Monument in D.C., you would need to provide some information on George Washington and why someone would want to build a monument to him.
- ***The place*** – where things are happening. Think about your historic site and its location. How is the physical place, community, town, city, state, region part of the larger story? For example, when researching the Washington Monument, you would consider why the monument was designed the way it was and why it was placed where it is in Washington, D.C.
- ***The people*** – the characters who move the story along. For example, the story of the Washington Monument is more than the story of Washington himself. Who designed the monument? Who constructed it? Who maintains it today? What does it mean to visitors?
- ***The events*** – the things that happened that made this place historically or culturally significant, and anything people do to take care of this place today. For example, in addition to mentioning key events in the life of George Washington, you would explore the history of the Washington Monument’s development, construction, preservation, and meaning today on the National Mall.

### **Overview (5-8 concise sentences)**

The Overview provides the reader with essential information – the who, what, when, where, why, and how.

- Introduce your historic site or object by explaining what it is and where it is located.
- Provide a date or general timeframe for when the site gained historical significance.
- Identify some important figures or groups of people who are part of this site or object.
- Briefly state the significance of your topic so that readers better understand why it matters. For example, state how your topic notable for being associated with a specific person or event, or is the first or last remaining example of something.
- Explain whether this site or object is publicly accessible. For example, is this historic site part of a larger institution and open to the public? Is this historic marker on public grounds or alongside a highway?

### **Backstory (3-6 detailed paragraphs)**

The Backstory provides a rich, engaging, and concise narrative of the topic introduced in your Overview. While the Overview describes the site, the Backstory explains its history and significance in more detail.

*First paragraph*

- Your introductory paragraph should lead readers into a discussion of the history and significance of your topic. It may introduce key points, such as important people, places, events, and dates, which are also discussed later in the narrative.

### *Body paragraphs*

- In two to four paragraphs, examine the important historical figures and events that took place related to your topic. Explore what led to the creation of your historic site, monument, landmark, or public art, along with important events that occurred afterward. Consider how your topic is part of broader historical narratives, such as social movements, cultural trends, conflicts, or groups of people.

### *Conclusion*

- End your narrative by reiterating main ideas and the significance of your topic. This is a good place to explore the lasting legacy of your historic site, monument, landmark, or public art and what it means today. It may mean different things to different people, so be sure to look at your topic from a variety of perspectives.

### **Images (250-character captions)**

Because pictures are worth a thousand words, you can tell your story with images as well as text. Select images that individually stand out and together paint a rich picture.

### *Types of images*

- historic and modern photographs
- maps and drawings
- newspaper clippings
- images of artifacts
- gifs

*Image captions* should include key ideas. They can explain what is going on in the image, reiterate important concepts discussed in the Clio entry, or expand upon something mentioned in the text. They should also include a brief image credit.

*Copyright* is important, so be sure you are using images with permission. Some historic and modern photos are in the public domain, meaning without copyright. Other images may be only used for educational purposes, which would be acceptable because Clio is educational. Always check with the source before uploading images.

### **Sources**

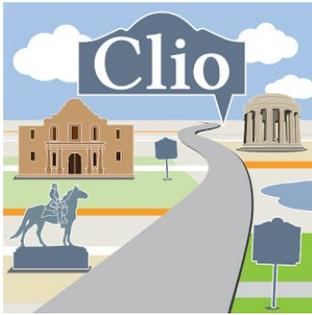
Sources will be one of the first aspects of your Clio entry you will think about. You should be citing your work while it is in development. When time comes to publish your entry in Clio, create an alphabetized bibliography of all sources you used. Check your resources handout or Clio's YouTube videos for more help on sources and citations.

### **Links**

Clio entries aren't meant to be exhaustive, so providing links to important resources can help Clio users learn more about your topic. If available, include links to official websites, friends groups or related organizations, surveys like the National Register of Historic Places, and useful books, websites, videos, and audio recordings. Feel free to think creatively

Feel free to think creatively. Here are some examples of links you could provide:

- A link to the National Register of Historic Places survey or Historic American Buildings Survey on your historic building.
- A link to educational resources your historic site created on women's history.
- An article by a historian explaining conversations around Civil War monuments.
- A YouTube video of a park ranger giving a tour of your historic site.
- A PBS documentary on the battle that took place at your historic site.
- A link to a digitized collection of letters from the person depicted in your statue.



## ***Museums, Galleries, and Archives***

### ***Historical and cultural institutions***

These entries guide the public to museums, galleries, archives, and other institutions such as libraries or cultural centers. The entry will provide a history of this institution and, if the building/location is historic, a history of the building/location as well.

When researching and writing about an institution, you will find yourself discussing...

- ***The historical context*** – the social, cultural, economic, and political conditions within the time and place you're researching. For example, if you are writing a Clio entry on the Frick Art and Historical Center in Pittsburgh, you would need to provide some information on how the art gallery was founded and became the institution it is today.
- ***The place*** – where things are happening. Think about your institution and its location. How is the physical place, community, town, city, state, region part of the larger story? Consider why the institution is held in a certain building or place, how it affects and is affected by its surroundings. For example, if you are researching the Frick Center, you would explain that part of the gallery is held in the historic home of the late Henry Clay Frick.
- ***The people*** – the characters who move the story along. For example, the story of the Frick Center would introduce readers to industrialist Henry Clay Frick and his venture into art collecting. It would also mention people who made the gallery into the place it is today. Ask questions such as, who established it? Who maintains it? What does it mean to visitors?
- ***The events*** – the things that happened that made this place historically or culturally significant. For example, consider when the museum opened, major exhibitions and collections, renovations or moves to different locations, hiring or departure of important staff, and community projects.

### **Overview (5-8 concise sentences)**

- Introduce your institution by addressing its mission and identifying where it is located.
- Place the institution in historical context by briefly explaining when it opened, any major changes it has undergone, and any notable organizations or individuals it may be connected to.
- Briefly explain the significance of this museum, gallery, or archive. For example, it may be associated with an important person or group of people. Or, it may house a priceless artifact, a rare or sizable collection, or a unique exhibit that makes it stand out.

### **Backstory (3-6 paragraphs)**

The Backstory should provide a rich, engaging, and concise narrative of the topic introduced in your Overview. Unlike an institution's website, the Backstory in Clio should be written in third person and focus more on storytelling. Explore the institution's history, its building, important individuals, and any changes it has undergone over time.

### *First paragraph*

- Your introductory paragraph should lead readers into a discussion of the history and significance of your topic. It may introduce key points, such as important people, places, events, and dates, which are also discussed later in the narrative.

### *Body paragraphs*

- In two to four paragraphs, examine the important historical figures and events that took place related to your topic. Explore what led to the creation of your institution along with important events that occurred afterward. Consider how your topic is part of broader historical narratives, such as social movements, cultural trends, conflicts, or groups of people.

### *Conclusion*

- End your narrative by reiterating main ideas and the exploring the significance of your topic. This is a good place to briefly explore what the museum, gallery, or archive is doing today in terms of projects, programs, or exhibits.

## **Images (250-character captions)**

Because pictures are worth a thousand words, you can tell your story with images as well as text. Select images that individually stand out and together paint a rich picture.

### *Types of images*

- historic and modern photographs
- maps and drawings
- newspaper clippings
- images of artifacts
- gifs

*Image captions* should include key ideas. They can explain what is going on in the image, reiterate important concepts discussed in the Clio entry, or expand upon something mentioned in the text. They should also include a brief image credit.

*Copyright* is important, so be sure you are using images with permission. Some historic and modern photos are in the public domain, meaning without copyright. Other images may be only used for educational purposes, which would be acceptable because Clio is educational. Always check with the source before uploading images.

## **Sources**

Sources will be one of the first aspects of your Clio entry you will think about. You should be citing your work while it is in development. When time comes to publish your entry in Clio, create an alphabetized bibliography of all sources you used. Check your resources handout or Clio's YouTube videos for more help on sources and citations.

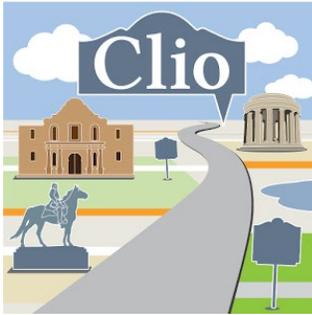
## **Links**

Clio entries aren't meant to be exhaustive, so providing links to important resources can help Clio users learn more about your topic. If available, include links to official websites, friends groups or related organizations, surveys like the National Register of Historic Places, and useful books, websites, videos, and audio recordings.

Feel free to think creatively. Here are some examples of links you could provide:

- A link to your art museum's exhibits page.

- A link to your archive's digitization project of historic newspapers.
- A link to citizen science projects available through your natural history museum.
- A YouTube video interview with a curator from your art gallery.
- A podcast discussing interesting artifacts found at your museum.



## *Time Capsule*

### *Places that no longer exist or significant past events*

Time capsule entries explore past places and past events. For structures that no longer exist, the entry should be pinned to the specific (or approximate) location of the place, and the construction and demolition dates in parentheses after entry name in the title. For past events, the entry should be pinned to where the event took place.

When researching and writing about a former site or event, you will find yourself discussing...

- ***The historical context*** – the social, cultural, economic, and political conditions within the time and place you're researching. For example, if you are writing a Clio entry on a demolished building, you would provide information about when it was constructed, how it was used, and why it was demolished. If you are writing about an event, you would provide background on why this event occurred and its lasting implications.
- ***The place*** – where things are happening. Think about your topic and its location. How is the physical place, community, town, city, state, region part of the larger story? For example, consider how your lost place or historic event affected and was affected by its surroundings.
- ***The people*** – the characters who move the story along. For a historic building, consider who designed it, constructed it, maintained it, and how people feel about it not being around. For a historic event, consider the decisions people made before, during, or after an event.
- ***The events*** – the things that happened that made this place historically or culturally significant. For example, consider the events in a demolished building history such as development, construction, use, and its loss by human or natural causes. Historic event entries discuss not only the notable moment in history, but also the actions taken before and after the event.

### **Overview (5-8 concise sentences)**

- Introduce your topic by explaining what it was and where it was located.
- Provide a date or general timeframe for when the site or event gained historical significance.
- Identify some important figures or groups of people who were part of this site or event.
- Briefly state the significance of your topic so that readers better understand why it matters. For example, state how your topic notable for being associated with a specific person or event, or is the first or last remaining example of something.

### **Backstory (3-6 detailed paragraphs)**

The Backstory should provide a rich, engaging, and contextualized narrative of the topic introduced in your overview. For example, if you are writing about a Civil Rights sit-in from the 1960s, consider how this moment in time is part of the larger public demonstrations for equality and race relations in the United States.

#### Introduction

- Your introductory paragraph should lead readers into a discussion of the history and significance of your topic. It should introduce important points, such as key people, places, events, and dates, discussed in later parts of the backstory narrative.

#### Body paragraphs

- In two to four paragraphs, examine the important historical figures and events that took place related to your topic. Explore what caused events to take place and key moments in time. Consider how your topic is part of broader historical narratives, such as social movements, cultural trends, conflicts, or groups of people.

#### Conclusion

- End your narrative by reiterating main ideas and the significance of your topic. This is a good place to explore the lasting legacy of the place or event. It may mean different things to different people, so be sure to look at your topic from a variety of perspectives.

### Images (250-character captions)

Because pictures are worth a thousand words, you can tell your story with images as well as text. Select images that individually stand out and together paint a rich picture.

#### *Types of images*

- historic and modern photographs
- maps and drawings
- newspaper clippings
- images of artifacts
- gifs

*Image captions* should include key ideas. They can explain what is going on in the image, reiterate important concepts discussed in the Clio entry, or expand upon something mentioned in the text. They should also include a brief image credit.

*Copyright* is important, so be sure you are using images with permission. Some historic and modern photos are in the public domain, meaning without copyright. Other images may be only used for educational purposes, which would be acceptable because Clio is educational. Always check with the source before uploading images.

### Sources

Sources will be one of the first aspects of your Clio entry you will think about. You should be citing your work while it is in development. When time comes to publish your entry in Clio, create an alphabetized bibliography of all sources you used. Check your resources handout or Clio's YouTube videos for more help on sources and citations.

### Links

Clio entries aren't meant to be exhaustive, so providing links to important resources can help Clio users learn more about your topic. If available, include links to official websites, friends groups or related organizations, surveys like the National Register of Historic Places, and useful books, websites, videos, and audio recordings.

Feel free to think creatively. Here are some examples of links you could provide:

- A link to the website of a museum that preserves the history of your topic.
- An academic history book providing more information your historic event.
- A link to a digital history project on suffrage marches.
- A link to an oral history with Civil Rights sit-in participants.
- A video of the 1960s anti-war protest you researched.
- An audio recording of a song performed at a historic concert or ceremony.



## Resources for Historical Research

Finding credible sources is an important step in creating a Clio entry. Not sure where to start? This guide contains research ideas and places for you to find primary and secondary sources. Still looking for possible topics? Check out the [Historical Marker Database](https://www.hmdb.org) (<https://www.hmdb.org>) for the location and text of nearly 100,000 markers and monuments sorted by topic and location. [Museums USA](http://www.museumsusa.org/museums/) (<http://www.museumsusa.org/museums/>) offers a database of museums. [Wikipedia](#)

([https://en.wikipedia.org/wiki/Category:National\\_Register\\_of\\_Historic\\_Places](https://en.wikipedia.org/wiki/Category:National_Register_of_Historic_Places)) has indexed sites on the National Register of Historic Places. Many states and local organizations also maintain lists historical markers, buildings, museums, and landmarks.

### Start Local!

- **Local public libraries** may have historical collections, and librarians can certainly point you to sections relevant to local history.
- **Local historical societies** bring together local historians and often collect written documents and oral traditions.
- **Local museums** have more than exhibits. They house records and artifacts important to local history that aren't on display! Ask about conducting research in their collections and archives.
- **Local colleges and universities** have publicly accessible libraries and archives, in addition to faculty who may know something about your topic.

### Primary Sources

#### *Databases*

##### **Federal**

Library of Congress – <https://www.loc.gov>

Library of Congress Digital Collections – <https://www.loc.gov/collections/>

National Archives – <https://www.archives.gov>

National Park Service Archives – <https://www.nps.gov/parkhistory/hisnps/NPSarchives.htm>

Smithsonian Institution Archives – <http://siarchives.si.edu>

U.S. Census Bureau – <https://www.census.gov/en.html>

##### **Federal Surveys**

National Register of Historic Places – <https://www.nps.gov/nr/research/> or <https://npgallery.nps.gov/nrhp/>

Historic American Buildings, Engineering, and Landscapes Surveys –

<http://www.loc.gov/pictures/collection/hh/>

##### **Archives and Collections**

ArchiveGrid – <https://beta.worldcat.org/archivegrid/>

Art Inventories Catalog – <https://siris-artinventories.si.edu>

Internet Archive – <http://archive.org>

Gilder Lehrman Society – <http://gilderlehrman.org>

*Check local organizations for archives and collections!*

##### **Newspapers**

Chronicling America Historic Newspapers – <http://chroniclingamerica.loc.gov>

Discover America's Story – <http://www.discoveramericasstory.com>

*Check your local library, historical society, or ArchiveGrid for more newspapers.*

##### **Libraries**

Digital Public Library of America – <https://dp.la>

Center for Research Libraries – <http://www.crl.edu>

NY Public Library – <https://digitalcollections.nypl.org>

Harvard Library – <https://library.harvard.edu/digital-collections/>

UCLA Digital Collections – <http://digital2.library.ucla.edu/>

World Digital Library – <https://www.wdl.org/en/>

Yale Library – <http://web.library.yale.edu/digital-collections/a>

### ***Photographs***

Library of Congress Prints and Photographs Catalog – <http://www.loc.gov/pictures/>

National Archives Photography Collections – <https://www.archives.gov/research/alic/reference/photography-index.html>

Wikimedia Commons – <https://commons.wikimedia.org/wiki/>

### ***Oral History***

List of oral history collections – <http://www.oralhistory.org/centers-and-collections/>

*Conduct your own oral histories! Learn more at the Oral History Association* – <http://www.oralhistory.org>

### ***Recordings and Video***

American Archive of Public Broadcasting – <http://americanarchive.org>

Library of Congress film and video collections – <https://www.loc.gov/film-and-videos/collections/>

National Geographic – <https://www.youtube.com/user/NationalGeographic/>

PBS – <https://www.youtube.com/user/PBS>

Smithsonian Channel – <https://www.youtube.com/user/smithsonianchannel/>

*Search YouTube for channels belonging to reputable organizations such as museums, archives, libraries, universities, and educational nonprofits*

## **Secondary Sources**

### ***Books***

WorldCat – <https://www.worldcat.org>

HathiTrust – <https://www.hathitrust.org>

### ***Journals***

Search for journals on Jstor – <http://www.jstor.org>

*The American Historical Review* – <https://www.historians.org/publications-and-directories/american-historical-review>

*The Oral History Review* – <http://www.oralhistory.org/publications/oral-history-review/>

*The Public Historian* – <http://ncph.org/publications-resources/publications/the-public-historian/>

### ***Magazines and Blogs***

Library of Congress blogs and links – <https://www.loc.gov/connect/>

National Archives blogs – <https://www.archives.gov/social-media/blogs>

*National Geographic* – <https://www.nationalgeographic.com>

National Trust for Historic Preservation Stories blog – <https://savingplaces.org/stories>

Perspectives on History – <https://www.historians.org/publications-and-directories/perspectives-on-history>

*Preservation Magazine* – <https://savingplaces.org/preservation-magazine>

*Smithsonian Magazine* – <https://www.smithsonianmag.com>

### ***History Organizations***

American Association for State and Local History – <http://www.aaslh.org>

American Historical Association – <https://www.historians.org>

National Council on Public History – <http://ncph.org/history-at-work/>

National Trust for Historic Preservation – <https://savingplaces.org/>

Oral History Association – <http://www.oralhistory.org>

Organization of American Historians – <http://www.oah.org>

Smithsonian Institution: <https://www.si.edu>

## ***Additional Tips***

- Make a bibliography to keep track of your sources.

- Use worksheets from the National Archives to help you analyze historical documents:  
<https://www.archives.gov/education/lessons/worksheets>
- Use tools like the CRAAP test to evaluate source material:
  - **Currency** - is the information of the right time period or up-to-date?
  - **Relevance** - is the source related to my topic and research question?
  - **Authority** - how is the author qualified to speak on this topic?
  - **Accuracy** - does the source provide evidence and can this evidence be verified through other sources?
  - **Purpose** - what are the author's intentions and how does that shape our understanding of the source?

*Learn more about Clio at [www.theclio.com](http://www.theclio.com)*

# Clio Entry Assignment Rubric

This rubric explains the process of evaluating student Clio entries. Please use this rubric as a guide for strengthening your work.

To learn more about Clio, visit their website [www.theclio.com](http://www.theclio.com). Video tutorials are available on their website and YouTube, which can walk you through using Clio’s platform and every step of entry creation.

## Prerequisites for Assignment Submission

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Pass                                                                                                                     | Fail                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC, LOCATION, AND INTEGRITY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                          |                                                                                                                                |
| <p><b>Entry is for a defined historic or cultural site such as a museum, landmark, monument, memorial, marker, work of public art, or significant past event. The entry is pinned to an accurate and appropriate location on the map. Information in the entry is factual and the writing is objective and original.*</b></p> <p>*These are essential elements for writing a Clio entry. Students must meet these requirements in order to pass and have their entry fully evaluated.</p> | <p>The entry meets all prerequisites for assignment submission. The instructor now moves on to evaluating the entry.</p> | <p>The entry does not meet prerequisites for assignment submission. The instructor cannot move on to evaluating the entry.</p> |

## Clio Entry Evaluation

|                                                                                                                                                                                | Excellent (80% - 100%)                                                                                                                                                                                                                                                                         | Satisfactory (60% - 80%)                                                                                                                                                                                                | Needs Improvement (below 60%)                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>OVERVIEW (20%)</b>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                         |                                                                                                                                     |
| <p><b>Overview of five to eight sentences provides essential names, dates, places, and events that help the reader understand the location’s history and significance.</b></p> | <p>Overview is a full paragraph that offers an objective, descriptive, and compelling synopsis of this location and related topics. The Overview clearly identifies essential names, dates, places, and events. From this Overview, readers have a good sense of what this entry is about.</p> | <p>Overview meets standards, but it may include some, not all, of the essential information. On the other hand, the Overview may be too lengthy and discussing information that is better suited for the Backstory.</p> | <p>Overview misses essential information, which inhibits the reader’s understanding of the location’s history and significance.</p> |

| BACKSTORY (40%)                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Backstory provides a rich, detailed, and concise narrative in four to six paragraphs.</b></p>             | <p>Backstory thoroughly details the history of important people, dates, places, and events unique to this location in Clio. The Backstory places the location in broader historical context, incorporating the social, cultural, economic, and/or political conditions surrounding a time and place. The length stays within the recommended four to six paragraphs and is appropriate to the story it tells. The Backstory is written in a professional writing style and word choice, grammar, and syntax are used correctly. The reader will not be left with basic questions such as “when was this building constructed,” “why is the event/person identified in this historical marker significant,” or “is this museum still open?”</p> | <p>Backstory provides a sense of the historical narrative for this location, though it may lack some important people, dates, places, and events or broader historical context. The narrative may be too locally focused (lacking context) or too broadly focused (lacking specific details about this location and its history). The length of the Backstory may seem too brief or too wordy. The text may include a few mistakes in word choice, grammar, and syntax. The reader may have a few unanswered questions.</p> | <p>Backstory lacks a historical narrative, leaving out most essential people, dates, places, and events and broader historical context. The Backstory may discuss unrelated topics or ideas. There may be pervasive issues with word choice, grammar, and syntax in the text. The reader is left confused or uninformed by this Backstory.</p> |
| IMAGES (10%)                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Images (photographs, drawings, maps, gifs) are relevant, high quality, and enhance the narrative.</b></p> | <p>A variety of images illustrate the entry’s historical narrative. These images identify people, places, and/or events that are important to this location. The images are high quality and taken from appropriate sources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>The entry includes a few images, though more images would have told this story more comprehensively. The images may vary in quality/resolution.</p>                                                                                                                                                                                                                                                                                                                                                                      | <p>Entry has no images, unrelated images, or images of very low quality/resolution.</p>                                                                                                                                                                                                                                                        |
| <p><b>Image captions explain the image, reinforce key information, or expand upon the narrative</b></p>         | <p>Image captions are well-written and engaging. Each one either explains the image, reinforces key information, or expands upon the narrative. For example, rather than simply labeling an image of the front of a museum with “The front of the museum,” the captions offered something that offers value such as “The Johnson County History Museum moved to this modern building in 1976.” Or, the captions included information that did not fit in the entry or reiterated a key point from the entry. For example, rather than just labelling an image “Mary Johnson” I offered a caption like this:</p>                                                                                                                                | <p>Image captions meet standards, though they vary in quality. They provide some information but could have used more attention overall.</p>                                                                                                                                                                                                                                                                                                                                                                                | <p>Images captions lack any detail or are missing all together.</p>                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                  |                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                 | “Mary Johnson lived at this Georgia home from 1845 to 1865 and is best known for her Union sentiment.”                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                  |                                                                                                                                |
| <b>SOURCES (20%)</b>                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                  |                                                                                                                                |
| <b>The entry cites at least three credible and informative sources.</b>                                                                                                                         | The entry cites at least three credible sources including books by esteemed authors and publishers, scholarly journal articles, reputable newspapers, federal reports (such as the National Register of Historic Places), and credible websites. These sources demonstrate that the creator of this Clio entry was familiar with the historiography of their topic and conducted research in an ethical, academic manner.                                                                                             | The entry cites at least three credible sources. The entry may have included only the minimum number of sources, with room for expanding the scope of research. Sources could have been engaged more rigorously. | The entry cites less than three or zero sources. Sources that are cited may be weak and lack credibility.                      |
| <b>Sources are properly cited using the Citation Helper or Chicago Manual of Style.</b>                                                                                                         | Sources are properly cited. All formatting and information is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sources include citations, but these citations could be missing a few details here and there or could have used better formatting.                                                                               | Sources are either improperly cited (such as providing only a website link or book title), or are not cited at all.            |
| <b>LINKS (10%)</b>                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                  |                                                                                                                                |
| <b>Links to at least two related books, articles, credible websites, audio recordings, and/or videos to further the reader’s exploration of the topic. The links are given a title in Clio.</b> | Links are related to the topic or location. These links lead to sources created by a scholar, library, historical society, university, museum, or other credible organization. Examples of these links include related books, collections of primary sources, websites of institutions mentioned in the entry, federal reports (such as National Register of Historic Places reports), oral history recordings, digital history projects created by scholars, and/or videos. Each link includes an informative title. | Links are related to the topic or location, though they may vary in quality or professionalism. Each link includes an informative title.                                                                         | Entry includes one or zero links or links to unrelated, unprofessional sources. Each link may be lacking an informative title. |

# Clio Entry Assignment

Name: \_\_\_\_\_

Clio entry: \_\_\_\_\_

## Prerequisites for Assignment Submission

|                                                                                                                                                                                                                                                                                                                | Pass | Fail |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|
| <b>APPROPRIATE TOPIC, PROPER LOCATION, AND INTEGRITY</b>                                                                                                                                                                                                                                                       |      |      |
| Entry is for a defined historic or cultural site such as a museum, landmark, monument, memorial, marker, work of public art, or significant past event. The entry is pinned to an accurate and appropriate location on the map. Information in the entry is factual and the writing is objective and original. |      |      |

## Clio Entry Evaluation

|                                                                                                                                                               | Excellent<br>(80% - 100%) | Satisfactory<br>(60%-79%) | Needs Improvement<br>(below 60%) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------------------------|
| <b>OVERVIEW (20%)</b>                                                                                                                                         |                           |                           |                                  |
| Overview of five to eight sentences provides essential names, dates, places, and events that help the reader understand the topic's history and significance. |                           |                           |                                  |
| <b>BACKSTORY (40%)</b>                                                                                                                                        |                           |                           |                                  |
| Backstory provides a rich, detailed, and concise narrative in four to six paragraphs.                                                                         |                           |                           |                                  |
| <b>IMAGES (10%)</b>                                                                                                                                           |                           |                           |                                  |
| Images (photographs, drawings, maps, gifs) are relevant, high quality, and enhance the narrative.                                                             |                           |                           |                                  |
| Image captions explain the image, reinforce key information, or expand upon the narrative.                                                                    |                           |                           |                                  |
| <b>SOURCES (20%)</b>                                                                                                                                          |                           |                           |                                  |
| The entry cites at least three credible, relevant, and informative sources.                                                                                   |                           |                           |                                  |
| Sources are properly cited using the Citation Helper or Chicago Manual of Style.                                                                              |                           |                           |                                  |
| <b>LINKS (10%)</b>                                                                                                                                            |                           |                           |                                  |
| Links to at least two related books, articles, credible websites, audio recordings, and/or videos to further the reader's exploration of the topic.           |                           |                           |                                  |

## Writing Evaluation

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Excellent | Satisfactory | Needs Improvement |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------|-------------------|
| <p><b>Integrity</b> – The writing consists of original, objective, and professional work. The entry begins with a full-paragraph introduction that provides the essential information. The backstory enhances the introduction with significantly more detail in at least four full paragraphs.</p>                                                                                                                                                                |           |              |                   |
| <p><b>Context</b> – Historical figures, places, dates, and events are presented with supporting details. The entry offers historical context and demonstrates both the unique details of this local topic and its relation to larger themes, events, and issues.</p>                                                                                                                                                                                               |           |              |                   |
| <p><b>Support</b> – The writing draws from credible and properly cited sources. Each claim is precise and supported by evidence. The writing appropriately incorporates examples and quotes.</p>                                                                                                                                                                                                                                                                   |           |              |                   |
| <p><b>Organization</b> – The writing is structured in a coherent manner that demonstrates planning and organization. The information in the entry follows an organized form that enhances reader’s understanding. It is clear that the author used an outline to structure the entry.</p>                                                                                                                                                                          |           |              |                   |
| <p><b>Clarity</b> – Language, grammar, and syntax are clear and essentially free of grammatical or stylistic errors. Each paragraph contains complete sentences that are related and connected to one another. There are no sentence fragments, comma splices, run-on sentences, or incorrectly structured paragraphs. The entry is free from obvious grammatical errors that detract from the entry such as improper capitalization or incorrect word choice.</p> |           |              |                   |

Final Grade: \_\_\_\_\_

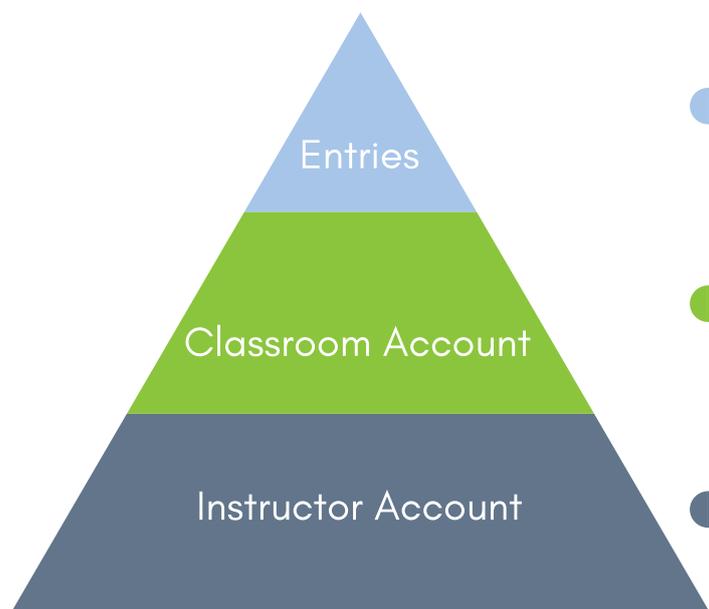
Additional Comments:

# INSTRUCTOR ACCOUNTS

Clio's Instructor accounts make it easy to manage student work from the first draft to a published entry.

## WHAT CAN I DO WITH AN INSTRUCTOR ACCOUNT?

- **Set up Classroom accounts** for each class you teach to keep student entries organized.
- **Have a unique password** for yourself as the account Administrator and one for each of your Classroom accounts to give to students.
- **Oversee, evaluate, and provide feedback** to students as they draft their entries.
- **Edit, approve, or delete** student entries at your discretion.



Entries created or edited by individual students in Clio appear in Classroom accounts. As the account Admin, you can review draft entries and approve final versions of entries.

You assign your Classroom account a unique login that you give to your students. This allows you to see all the entries they create or edit. If you use Clio in multiple classes or semesters, you can give each class their own unique login.

When you sign up for an Instructor account, you set up your private login as the account Admin. Your account allows you to create as many Classroom accounts as you wish and oversee your students' entries.

### The following pages will walk you through...

- creating your Instructor and Classroom accounts
- logging into Instructor and Classroom accounts
- reviewing and approving student entries
- creating Clio entries
- creating Clio tours
- developing assignments

# Creating your Instructor Account and Login

**Step 1:** Click on the green "Login/Register" button in the top right-hand corner of the website.

Login / Register

The screenshot shows the registration page with the following fields and options:

- Register** section with a disclaimer: "Anyone can use Clio without creating an account, but those who wish to create and edit entries must first register. Please provide the following information to create your account. Clio will always be free and will never share your information. All users agree to respect the intellectual property rights of others-be sure to properly cite your sources and only post material under copyright with permission from the owner."
- First Name:** Paula
- Last Name:** Professor
- Email Address:** paula@college.edu
- Password:** [masked]
- Verify Password:** [masked]
- Account Type:**
  - Regular Contributor: Regular Contributors are able to create and edit entries. Each submission is placed in draft mode and will be reviewed prior to publication.
  - Classroom Instructor: Classroom accounts allow instructors to create, edit, and publish entries with their students. We verify all new classroom accounts and will contact you at the listed email address if we need additional information.
  - Institution Admin: Institutional Accounts allow historical societies, museums, libraries, and other institutions to create, improve, and publish entries. We verify all new institutional accounts and will contact you at the listed email address if we need additional information.
- Organization:** Clio University
- Register Account** button

Annotations:

- A blue arrow points to the registration form with the text: "Enter Your Name, Email, and Password".
- A blue arrow points to the "Classroom Instructor" radio button with the text: "Click, 'Classroom Instructor' and enter the name of your organization".

**Step 2:** Enter your name, email address, and the password you would like for your Admin account.

For "Account Type," click on the green "Classroom Instructor" button and enter the name of your university, college, or school. Hit the green "Register Account" button at the bottom when you are done.

After approval, you will create the classroom account and create a different password that your students will use. This password provides access to the shared class account—please make sure it is different, or students may access your personal account and its administrative features.

## How to Log into your Instructor Account

Instructors log into Clio by clicking the "Login/Register" button and typing in their email and unique instructor password.

Login

Email Address

Password

[Forgot Password?](#)

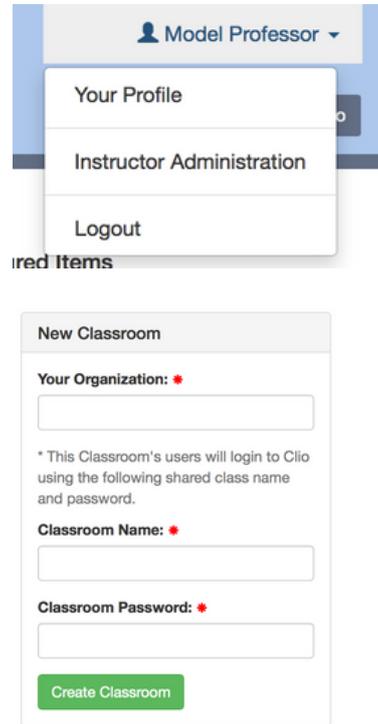
✓ Login

# Creating your Classroom Account and Login

**Step 1:** After account approval (usually three days), please log-in to your account personal account using the email address and password you used to create that account.

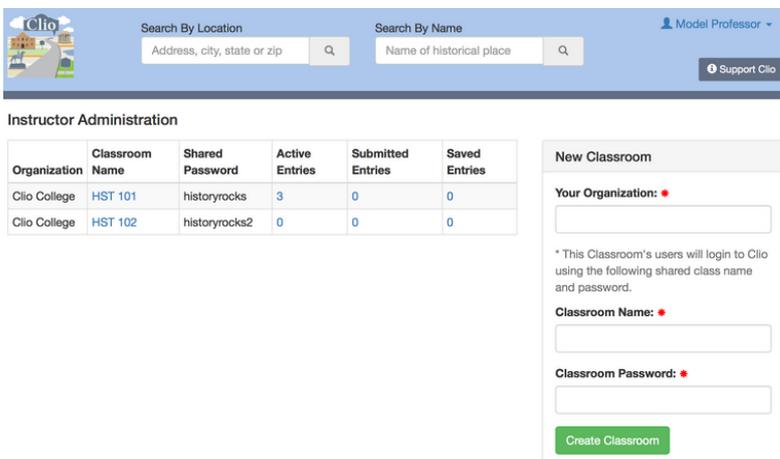
**Step 2:** After logging in, you will see your name in the top right-hand corner. Click on your name and select "Instructor Administration" from the scroll-down menu.

**Step 3:** Enter the name of your school and select a common password to provide to your students. Click on "Create Account" to create the classroom account. If you are using Clio in multiple courses/semesters, be sure to create a new classroom account for each course.

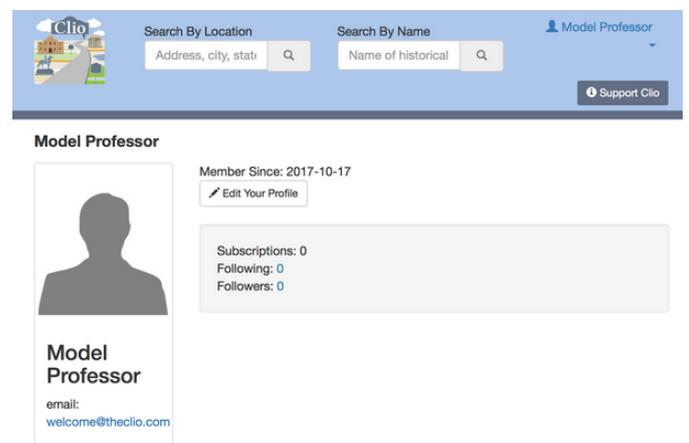


You should see a small notice that verifies the creation of the account. You can change the name of the classroom and password by clicking on the Classroom Name, entering the new name/password, and clicking on the green "update classroom" button.

Your organization and individual class will now appear on list of organizations and classes within the "Classroom Login" screen. Students with the password you established can create entries that will be placed in draft mode pending your approval.



*This is what your Instructor Administration page looks like*



*This is what your personal Clio profile looks like*

# Logging in to Clio: A Review

## FOR INSTRUCTORS

Instructors log into Clio by clicking the "Login/Register" button and typing in their email and unique instructor password.

### Login

Email Address

Password

[Forgot Password?](#)

## FOR STUDENTS

**Step 1:** Students will go to [www.theclio.com](http://www.theclio.com) and click on the green "Classroom Login button" which appears under the "Clio in the Classroom" heading. A Classroom Login page will appear.

 **Clio in the Classroom**

Are you part of a classroom that is using Clio? If so, then use the button below to access the student login page.

**Step 2:** On the Classroom Login page, select your organization and individual classroom from the pull-down menus. Enter the unique password you created for your students and click "Login." The name in the top right-hand corner should be the name of your class.

### Classroom Login

Organization

Classroom

Classroom Password

## FOR INSTRUCTORS



**Login**

Email Address

Password

[Forgot Password?](#)

## FOR STUDENTS



 **Clio in the Classroom**

Are you part of a classroom that is using Clio? If so, then use the button below to access the student login page.

## Register

Anyone can use Clio without creating an account, but those who wish to create and edit entries must first register. Please provide the following information to create your account. Clio will always be free and will never share your information. All users agree to respect the intellectual property rights of others-be sure to properly cite you sources and only post material under copyright with permission from the owner.

 **Historical Societies, Museums, and Libraries**

Are you part of an institution that is using Clio? If so, then use the button below to access the institution login page.

# Creating Clio entries

## FOR STUDENTS

Once logged in, students can begin the process of creating/improving entries. Click on the green "Submit Location" to create an entry as a student. Students add their name to whatever entry they work on.

## FOR INSTRUCTORS

You can review students' entries in draft mode and provide feedback to students in their individual entries. Instructors can also create entries just like their students and can approve them on their own.

## CLIO WRITING PRINCIPLES

Our "Writing Principles" provide a set of standards for writing entries.

**Integrity** - the entry demonstrates original, objective, and professional writing and research practices.

**Context** - historical figures, places, dates, and events are situated within larger social, cultural, economic, and/or political conditions

**Support** - evidence is supported by credible and properly cited sources.

**Organization** - the writing is structured in a coherent way that enhances the reader's understanding.

**Clarity** - language, grammar, and syntax are clear and follow conventions of English.

## RESOURCES FOR CREATING ENTRIES



Learn more about creating entries from our video tutorials and printable handouts on Clio's website

# Reviewing and Approving Student Entries

Your students' entries will appear on your "Instructor Administration" page within your Admin account.

**Draft entries** can appear in two categories:

- **"In Progress"** entries are entries that students are still working on. They may need teacher/peer feedback.
- **"Submitted"** entries are finished entries that are waiting your final evaluation.

Click on the **Classroom Name** to get started with reviewing entries!

## Instructor Administration

| Organization | Classroom Name | Shared Password | Active Entries | Submitted Entries | Saved Entries |
|--------------|----------------|-----------------|----------------|-------------------|---------------|
| Clio College | HST 101        | historyrocks    | 2              | 1                 | 0             |
| Clio College | HST 102        | historyrocks2   | 0              | 0                 | 0             |

### Classroom

Active Entries 2 Draft Entries - Submitted 0 Draft Entries - In Progress 1

\* Updated entries not created by this Classroom

| User          | Entry ^                                | Description | Address | Sources | Images | Completeness                                                            | Date       |
|---------------|----------------------------------------|-------------|---------|---------|--------|-------------------------------------------------------------------------|------------|
| Pamela Curtin | First Division Monument<br>In Progress | 1106 Words  |         |         |        | <div style="width: 100%; height: 10px; background-color: green;"></div> | 02/07/2018 |

[← Back](#)

Here we have a student working on an entry for the First Division Monument in Washington, D.C. She is still building her entry, so it appears in your Instructor Administration page as **"In Progress."** At this time, you can review the entry and provide the student with constructive feedback for her to incorporate. Peer review can also take place in this stage.

The student put the finishing touches on her entry and clicked "Submit for Review." Now, the entry has moved from "In Progress" to **"Submitted"** in your Instructor Administration page. You can now evaluate it and decide whether it is strong enough for publication. Click on the entry title.

### Classroom

Active Entries 2 Draft Entries - Submitted 1 Draft Entries - In Progress 0

\* Updated entries not created by this Classroom

| User          | Entry ^                              | Description | Address | Sources | Images | Completeness                                                            | Date       |
|---------------|--------------------------------------|-------------|---------|---------|--------|-------------------------------------------------------------------------|------------|
| Pamela Curtin | First Division Monument<br>Submitted | 1106 Words  |         |         |        | <div style="width: 100%; height: 10px; background-color: green;"></div> | 02/07/2018 |

[← Back](#)

### First Division Monument

Historic Sites, Monuments, Landmarks, and Public Art ()

Draft Entry This entry is a draft. It is pending review by an administrator or manager.

[✔ Approve Entry](#)

[🔊 Listen](#)

The First Division Monument honors fallen members of the First Division of the United States Army. Located in President's Park outside the Eisenhower Executive Office Building, the monument was originally erected and dedicated in 1924 in honor of First Division members who died in World War I. The Society of the First Division, under the leadership of Major General Charles P. Summerall, advocated for a World War I monument in the nation's capital. Over the years, multiple additions to the monument honor First Division members who died in World War II, the Vietnam War, and Desert Storm. Its design reflects the Battle Monument at the United States Military Academy in West Point. It features a granite column and pedestal designed by Cass Gilbert and a winged statue of Victory by David Chester French. The First Division Monument is under the care of the National Park Service and hosts services on Veterans Day.

**Notice:** This entry has been approved and is now available to all users.

### First Division Monument

Historic Sites, Monuments, Landmarks, and Public Art ()

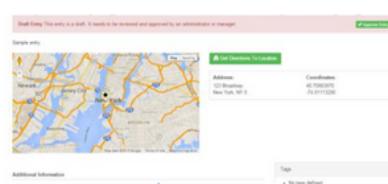
Once you click on the entry title, the entry in its entirety appears for you to review. If it meets all of Clio's requirements, click the green **"Approve Entry"** button near the entry title.

Congrats to you and your student! The entry is now live on Clio's website and mobile app.

Some entries may need minor edits in grammar and punctuation, which you have the authority to make by clicking the green "Improve this Entry" button.

If more substantial changes are needed, **contact the student directly and have them resubmit the entry.** Your time is valuable; please avoid substantially revising your students' entries.

Entries that need too much work can be deleted by clicking the red "Delete" button.



Great! Publish the entry

Needs work-edit

This entry is hopeless-delete

# Creating Clio Tours

Once you have created or edited the entries that will comprise the tour, creating the tour in Clio is simple.

The screenshot displays the Clio interface for creating a tour. On the left, a map shows a route through Washington, D.C., with numbered red markers (1-14) indicating the order of entries. Below the map is a list of 'Selected Tour Entries' with the following items:

- 1 Hillwood Estate, Museum, and Gardens
- 2 Mary Ann Shadd Cary House
- 3 Nuns of the Battlefield Memorial
- 4 Mary McLeod Bethune Council House
- 5 National Museum of Women in the Arts

Each entry has a red minus sign (-) to remove it and blue up/down arrows to reorder it. On the right, a list of potential entries is shown, each with a green plus sign (+) to add it to the tour:

- Cloverdale
- Adas Israel Congregation
- Kingle Valley Bridge
- Kennedy-Warren Apartment Building
- Smithsonian's National Zoological Park
- Cathedral Mansions North (Cathedral Park)

Arrows in the image indicate: 'Preview map' points to the map; 'Remove an entry' points to the red minus sign; 'Reorder entries by clicking arrows or dragging and dropping each entry' points to the blue up/down arrows; and 'Add a new entry to your tour' points to the green plus sign.

**Step 1:** Start by logging in to Clio and then click on the "Make Your Own" button next to the "Take a Tour" button.

**Step 2:** Select a location that is near the first entry of your tour or near the geographic center of your tour. Click the Green "Continue" button.

**Step 3:** Select entries for your tour or trail.  
**Green "+" button:** adds entries your tour.  
**Red "-" button:** removes entries from your tour.

**Step 4:** To edit the tour route, **drag and drop** each entry on in the left-hand list. The map updates each time to help you visualize the route. You can also click the **"up" and "down" arrows** next to each entry.

**Step 5:** After you are satisfied with the route, click on the green "Continue" button. Name the tour and add an informative description. This description should provide users with a broad context for the tour, such as common themes or ideas that connect the entries together. Feel free to mention that this tour was created by your class.

**Step 6:** Select whether the tour is public or private.  
**"Private" tours** can be a personalized travel itinerary or a work-in-progress tour.

**"Public" tours** allow audiences everywhere to enjoy.

Click on the green **"Save Your Tour"** button. Congrats!

**Check out our video tutorials to learn more about creating Clio tours!**





Clio proudly endorses the  
History Relevance Campaign's

## VALUE OF HISTORY STATEMENT

Learn more at

[www.historyrelevance.com](http://www.historyrelevance.com)

### IDENTITY

History enables people to discover their own place in the stories of their families, communities, and nation.

### CRITICAL SKILLS

The practice of history teaches research, judgment of the accuracy and reliability of sources, validation of facts, awareness of multiple perspectives and biases, analysis of conflicting evidence, sequencing to discern causes, synthesis to present a coherent interpretation, clear and persuasive communication, and other skills that have been identified as critical to a successful and productive life in the 21st century.

### VITAL PLACES TO LIVE AND WORK

History lays the groundwork for strong, resilient communities. Our connections and commitment to one another are strengthened when we share stories and experiences.

### ECONOMIC DEVELOPMENT

History is a catalyst for economic growth. Cultural heritage is a demonstrated economic asset and an essential component of any vibrant local economy, providing an infrastructure that attracts talent and enhances business development.

### ENGAGED CITIZENS

History encourages civic engagement. At the heart of democracy is the practice of individuals coming together to express views and take action. By bringing history into discussions about contemporary issues, we can better understand the origins of and multiple perspectives on the challenges facing our communities and nation.

### LEADERSHIP

History inspires local and global leaders. History provides leaders with inspiration and role models for meeting the complex challenges that face our communities, nation, and the world. The stories of local and national leaders reveal how they met the challenges of their day, which can give new leaders the courage and wisdom to confront the challenges of our time.

### LEGACY

History, saved and preserved, is the foundation for future generations. History is crucial to preserving democracy for the future by explaining our shared past. Through the preservation of authentic, meaningful places, documents, artifacts, images, and stories, we leave a foundation upon which future Americans can build. Without the preservation of our histories, future citizens will have no grounding in what it means to be an American.