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COLORED CONVENTIONS

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Welcome to the Colored Conventions Project

Thanks to you and your students for sharing your collective energy and intellectual acumen as we seek to learn more about the historic collective efforts of the Colored Conventions movement and to bring buried nineteenth-century Black organizing to digital life.

“Colored Conventions in a Box,” is a curricular package that supports instructors as they engage in teaching that transforms the minutes of the convention they’ve chosen to teach into a rich and engaging series of cultural biographies and visual artifacts.

In the “**Pedagogy**” section, you will find all of the resources necessary for your class unit on a convention, including sample assignments for lower- and upper-division undergraduate classes as well as for graduate seminars. The first entry, Quality Control Protocol, explains the process that we have developed to ensure our project meets the highest standards in scholarly research.

In the “**Technology**” section, you will find all of the resources necessary for your students to publish online using a digital humanities platform called Omeka. This includes written and video instructions for uploading, as well as further resources that you might share with your students so that they can further explore the world of digital scholarship and engagement.

Lastly, in the “**Project Research Guides and Guidelines**” section, you will find links to extraordinarily useful research guides developed by University of Delaware’s research librarians in order to offer your students research guidance in one central location. We have developed a protocol so these guides can be adopted by your librarians as well. These guides compile a host of resources, including census directories, digital newspaper, image databases and quite useful collections of nineteenth-century letters, some of which are available through university subscriptions. In this section you will also find the **Guidelines for Sources and Citations** that will help us ensure best practices for citing sources, including Works Cited, and respecting intellectual property.

Please do not hesitate to contact us with any questions about Colored Conventions in a Box by writing to us at info@coloredconventions.org. We look forward to your and your students’ contributions to this exciting project!

Yours,

The Colored Conventions Team at University of Delaware

Memo of Understanding

The Colored Conventions Project attends to issues of race and gender equity and bias, historical and present-day. Our commitment, therefore, requires that we confront the underrepresentation of women in the convention minutes and articulate their substantial contributions to reform and organizational movements of the nineteenth century. Because our project seeks to produce knowledge on the African-American experience online as a form of public engagement, students can publish assignments to our online site, Coloredconventions.org.

Students can request to publish work online anonymously or can request removal by writing to info@coloredconventions.org.

By signing this Memo of Understanding, you agree to the following:

- Our shared commitment to recovering a convention movement that includes women’s activism and presence—even though it’s largely written out of the minutes themselves. This means that for every delegate you assign, **students should also be assigned an associated woman**, such as a wife, daughter, sister, fellow church member, etc.
- Deliver each student biography (of a person or place) to CCP
- Provide a student roster for Omeka accounts for uploading
- Fill-out the Quality Control spread sheet
- Share our opt-out policy and inform students that their work may be published online though CCP reserves the right to remove and edit material as needed
- Use the research guides (letter collections, databases, census records, etc.) provided
- Respond to our assessment request about your “Colored Conventions in a Box” teaching experience

In return for your commitment, we provide support in the following areas:

- Quality Control protocol
- Library research guides, including bibliography of helpful primary sources
- Video and written instructions on publishing to Colored Conventions website
- Critical secondary literature (upon request)
- Documentation of useful teaching methods and tools (e.g. writing assignments, lesson plans, group activities, and more.)

By signing below, I acknowledge that I have read and agree to the Colored Conventions Project’s terms and conditions. The CCP requires a signed copy of the MOU before curriculum, and a completed online form at <http://coloredconventions.org/memo-of-understanding> Please return to gforeman@udel.edu.

Name: _____

Date: _____

Project Contact Information

General contact: info@coloredconventions.org

Faculty Director:

P. Gabrielle Foreman gforeman@udel.edu

Executive Committee (Faculty and Graduate Students):

P. Gabrielle Foreman gforeman@udel.edu

Jim Casey jccasey@udel.edu

Sarah Patterson sarahp@udel.edu

Pedagogy

Quality Control Protocol

Please review CCP's Quality Control Protocol for quality assurance of materials published to ColoredConventions.org.

1. Faculty Partners can help the project greatly by ensuring high standards of research and writing in student biographies.
2. We ask instructors to make sure students document their research, preferably in MLA formatting.
3. *Any use of images must be accompanied by complete citations from sources and publishers. Please guide your students to seek out images and other media in the public domain. (For assistance finding usable images, please see the research guide and example biographical entries.)*
4. Before we can make any biographies publicly viewable, instructors must fill out the Quality Control spreadsheet provided by the CCP team. This spreadsheet serves to advise us on which biographies meet academic standards and which are not recommended for publication.
5. The CCP team reserves the right to revise each student's work on the site in the interest of quality and continuity.
6. All work on the site will be attributed. To ensure proper attribution for all contributing authors, please advise each student to sign *every entry* they create using the following format.
 - a. Student: Emily Johnson. Taught by: Gabrielle Foreman, University of Delaware, Spring, 2013.

Sample Undergraduate Assignments

Lower-division Courses

Exploratory Essay (700-800 words)

This essay is designed to kick-start the initial research-intensive portion of the semester and will prepare you for the longer “Research Essay” that will follow. Using your chosen Colored Convention as a case study, we will explore the relationship between history, technology and primary resources. In this paper, you will explain your research process as you searched for information about your assigned delegate, connected woman or cultural institution and construct a thesis concerning its importance alongside a theme, debate or the broader convention movement. The conclusion of your essay should offer an argument (thesis) that has the potential to be developed into a longer, analytical essay.

1. **Introduction:** Open the essay with an overview of your delegate’s involvement in the convention and the type of sources you will consult for more information (newspapers, letters, history books). Describe why these texts matter to the process of discovering more information about your subject.
2. **Body:** In the body of the essay, describe the primary items you find during your search. What is the nature of the content? Where did you discover these texts?
3. **Closing:** Close your essay by posing a tension-filled thesis about the relationship between a delegate, connected woman, debate, or theme present in the minutes. Describe how the information you discovered impacts your argument. Here, I want you to focus on how your research leads you to an argument.

Sample Themes:

Gender

Education

Civil rights (voting rights)

Travel

Religion

Delegate Write-Up (250-300 words).

Trace your delegates’ social, geographical, organizational and familial networks, their geographical mobility (travel) and literary production (written contributions). If you’re assigned a location, trace its cultural history and use. You’ll use multiple newspaper databases, consult volumes of collected letters as well as images to develop a full visual and textual profile of your delegates. This essay should begin in the year of the convention that is your focus and give an overview of the lives of delegates starting at that time. Instead of creating a chronological

“biography,” your write up will use your delegate’s concerns in that year as the central point from which all of the other information you share flows.

Biographical Essay Peer Review Worksheet:

Focus on each person’s paper one at a time, working to find the answers to these questions together. Begin by reading and annotating their essay with your feedback. Then, working together, find or develop answers to the following questions on a separate sheet of paper.

1. Does the name of the author of the biography appear anywhere on the page?
 - a. Example: “Student Name. Taught by: Instructor, Full Institution Name, Semester Year.”
 - b. This work is part of a larger digital humanities project about the colored conventions and will be attributed to you. If you do not want to be included after the assignment, write to info@coloredconventions.org with the subject line “YourName.Optout”
2. What were the circumstances and major events of the lives of these individuals and how did these forces lead these individuals to become delegates at or connected to delegates at this convention?
3. Why or how this person was involved with or connected to the convention or the convention’s concerns?
4. What was the delegate’s role and actions, or lack thereof, at the convention?
5. Circle every historical reference (associations, causes, debates, issues, organizations, other conventions, churches, significant events, etc). Does the biography fully explain what these are, and why they matter?
6. What gives the delegate’s life historical significance that differs from other delegates?
7. What areas in the biography require further research? Are there gaps of information?
8. What can you tell about the author’s research? Offer 2-3 suggestions about other tactics or approaches or topics that they might additionally consider.
9. What revisions do you, as a stand-in for the general interest, online reader, think would make the essay more readable?
10. Looking at the page online, what do you notice about the design or layout? Are there images? Could the use of images appeal to potential audiences?
11. If images can be used, are they displayed randomly or deliberately?

Upper-division Courses

Background: For the thirty-five years that preceded the Civil War, free and fugitive Blacks came together in state and national political conventions to strategize about how they might achieve educational, labor and legal justice at a moment when Black rights were constricting nationally and locally. The delegates to these meetings include the most well-known, if mostly male, writers, organizers, church leaders, newspaper editors and entrepreneurs in the canon of early African American leadership—and many whose names and histories have long been forgotten. All that is left of this phenomenal collective effort are the minutes. Even these materials are rare and can only be accessed through out-of-print volumes.

Assignment Description: In addition to official Colored Convention delegates, student researchers will be assigned women (wives, daughters, nieces, sisters) who are connected to male delegates or a convention “place” which can be researched using the same databases and scholarly resources. Though women are under-represented in the delegate minutes, they are deeply involved in reform movements and are also involved in the businesses and in struggles for educational justice that the conventions discuss. Be certain to begin your biography in the era you’re studying, in 1832 Philadelphia if that’s the convention you’re assigned, or in 1865 California if you’re examining that later convention.

Delegate Write-Up (350-650) + links + full bibliography.

Trace your delegate’s social, organizational, entrepreneurial and familial networks, their geographical mobility (travel), writings and other cultural production (songs they composed, art they produced, patents they filed, businesses they started, inventions they contributed). You’ll use multiple newspaper databases, consult volumes of collected letters, and find images to develop a full visual and textual profile of your delegates. Your write up should begin: “In 18xx (the year of the convention you’re studying). . .” and go on to develop an overview of delegate/affiliated woman/place starting at the time of the convention. Instead of creating a chronological “biography,” your write up will use your delegate’s concerns in the year of the convention you study as the central point from which all of the other information you share flows.

Sample Graduate Seminar Assignment

Graduates Seminar Sample Assignment:

Background: Each student is assigned two delegates. As we note the gendered silences that convention minutes produced at the moment of archive/event production, we are deliberate in our effort to challenge such silences at the moment of event revisitation. As a result, in your research, one of your goals is to resuscitate a woman connected to your delegates whose actions and activism undergirds the movement's goals. That person is often a family member, but is sometimes a close associate. So in total you'll have four research subjects, two pairs each of which include an delegate.

What to do and bring to class when you present

- Choose one of your two pairs to report on.
- "Map" your delegate over time. Because we're interested in circuits of mobility, activism and enterprise, please provide dates and locations which allow you to plot your delegate's travels and transplantations. Be as specific as you can when you can be (addresses of businesses or homes you find in city directories, in solid secondary sources, in census records would be useful, for example).
- Identify your delegate pair's social network. Who is in your delegate's posse, how are they connected and for what duration? In other words, bring in a list of their professional and familial networks. Can you name the social, political and geographical ties that link them?
- Bring two copies of your work. Members of the Colored Convention Digital Humanities Omeka Action Team may be in class to help upload the information you've found.

Write Up Due on (Fill in here):

on Omeka. See Omeka Uploading Video at ColoredConvention.org. Also please hand in a write up to your professor (share details here).

Useful Hints and Research Tools: Almost of the resources are available on the Colored Conventions Library Resource Page.

- Use multiple spellings when searching names (i.e. William, Wm, Wm. Robt. Robert); names and initials may appear one way in the Convention minutes and another way in databases, articles.
- Look for ads based on your subject's occupation.
- Note the methodological differences used in different secondary sources, produced at different times, intended for various readerships.
- Get acquainted with Ancestry.com (directories, census records, marriage/death, etc. available through UD's database under Ancestry Library)
- Library of Congress Daniel Murray Pamphlet Collection
<http://memory.loc.gov/ammem/aap/aaphome.html>

- The Digital Schomburg African American Women Writers of the Nineteenth Century http://digital.nypl.org/schomburg/writers_aa19/

Sample Spread Sheet (We will send your specific year to you)

	Delegate	<u>Name</u>	<u>Email</u>
1	Watkins, William J. (NY, Associate Ed. FD Paper) Reason, Charles L. (Professor, Activist, Mathematician).	Student	Student.edu
2	Robert Morris (MA, Lawyer) Rachel Cliff (PA)	Student	Student.edu
3	Mary Ann Shadd (Canada, Editor) E.P. Rogers (Elymas Payson, Rev. NJ)	Student	Student.edu
4	Remond, Charles Lenox (Salem, MA; speaker, business; (Sarah Remond) Francis A. Duterte (PA)	Student	Student.edu
5	William J. Wilson (Brooklyn; “Ethiop,” Frederick Douglass Paper. Anglo African (on fiche here). Josiah C. Wears (PA, father) (sometime Weare) and Isaiah . Second delegates.	Student	Student.edu
6	Douglass, Robert, Jr. PHL Artist. Grace Bustill (Mother), Sarah Mapps Douglass (Sister). Robert, Sr. (Rev and Barber) Jr. has a photo studio on Arch Street near 4 th . Dr. Bias, J.J. Gould (PA)	Student	Student.edu
7	Ray, Charles Bennett , (Rev. NY) (Cordelia Ray). Your principal focus. Leonard A. Grimes (second delegate, MA)	Student	Student.edu
8	William Douglass (Rev, PA) Elizabeth Armstrong (PA)	Student	Student.edu

You fill in the students’ names as you assign delegates and places of interest

Sample Syllabus that Highlights Colored Convention Teaching Unit

Week 6: March 12 and 14.

T: Reading: Minutes of the 1855 National Negro Convention in Philadelphia. [Assign Delegates.](#)

Th: In-class uploading workshop. You'll learn how to upload images, links, create metadata, tag information etc. By next Thursday after class, you must send in required information to coloredconventions@gmail.com and gforeman@udel.edu and have uploaded all of your information. Help is available. **Presentation:**

Reading: Eric Gardner, Introduction to *Unexpected Places*, Sakai or emailed by professor.

Week 7: March 19 and 21.

T: Delegate Presentations. Trace your delegates' social, geographical, organizational and familial networks, their geographical mobility and literary production. You'll use multiple newspaper databases, consult volumes of collected letters, images, census and marriage records to develop a full visual and textual profile of your delegates. Prepare a 15-minute PowerPoint on your delegate and the person you've chosen as part of their social network.

Due Saturday: Long Assignment on Conventions. See Hand-Out.

Technology

Instructions for publishing your biographical essays

Updated August 27, 2013

When you have finished composing your biographical essay, you will publish it on a public website using a software program called Omeka. Please follow the steps below.

Logging into ColoredConventions.org:

- Go to ColoredConventions.org
- Scroll down and click “Team members click [here](#) to login.”
- Enter your login username and password (you can get these from your instructor).

Creating a biography page:

1. Click on the tab at the top of the page labeled Exhibits.
2. Find the exhibited titled “1855 Philadelphia Convention” and click to Edit the exhibit.
3. Scroll down to the bottom of the page to the section named “Sections and Pages.”
4. Click on the link that says Add a page.
5. This will open up a page titled Page Metadata.
6. In the box for title, write the delegate’s full name. Skip the box marked Slug.
7. Choose a layout. If you have many or a few images, choose the one that looks best.
8. Click Save Changes.
9. The page displayed is the place to add in your text. The numbers on the Page Layout correspond to the boxes under Page Content. For example, Box 2 on the template will show the text entered into Box 2 under Page Content.
10. To insert a link, highlight any text and click the button titled Insert / Edit Link.
11. At the bottom of the page, click Save and Return to Section.

Adding images to use on a biography page:

If you want to include images with your biography, follow these guidelines. In Omeka, you must first Add an Item to upload a file to the site. Then you can attach that item to the site.

Add an item to the site

1. Click on the tab at the top of the page labeled Items.
2. Click Add an Item.
3. The following instructions apply to each of the tabs on the Add an Item page. Complete these before clicking the green button to Add an Item.
4. Dublin Core > follow the instructions that appear below.
 - **Title:** A name given to the resource. Typically, a Title will be a name by which the resource is formally known, such as “Portrait of William Nell” or “The Colored Patriots of the Revolutionary War.”

- **Description:** An account of the resource. Description may include but is not limited to: an abstract, a table of contents of a longer work, a graphical representation, or a free-text account of the resource.
 - **Creator:** The name of the person or organization that originally created the historical thing. Examples of a Creator include a person, an organization, or a service.
 - **Publisher:** Give the name of the resource where you found this item during your research process. For example, list the website, database, or books where you found this item. If at all possible, please include a URL link to anything that appears online.
 - **Date:** The point or points of time in the lifecycle of this item. Please follow this format for dates: Year-Month-Day to look like this: 2013-02-28
 - **Contributor:** Write in your name as the person who has contributed this item to our project. If you do not wish to have your name or written work published, please write to CCP at info@coloredconventions.org with the subject line “YourName.Optout” and your name or writing will be removed. Please include your first and last name, university title, semester, and instructor, ex. Student: Emily Johnson. Taught by: John Freeman, University of Delaware, Spring, 2013.
5. Item Type Metadata > choose the type as Document, Still Image, etc
 6. Collection > 1855 Philadelphia Colored Convention
 7. Files > Choose file to upload the document.
 8. Tags > this will auto-suggest your choices. If none seem to fit, tag with their names (including incorrect spellings of names), locations, and all other relevant tags.
 9. Map > enter in the address, if available.
 10. Skip Web Map Service

Inserting an image into a biography page

Go back to the editing interface where you created a page before by clicking Exhibits > Edit (next to 1855 Philadelphia Colored Convention) > Edit (next to the page you already created).

1. Click the green button named Attach an Item
2. Click Show Search Form to search by title or collection for the file you already uploaded.
3. Click on an item to highlight it and then click Attach Selected Item.
4. When finished attaching all images, click Save and Return to Section.

Video tutorials for project technologies

Contributing students and instructors may consult video tutorials for publishing your biographies and adding images to the site.

How to publish your biography: <https://vimeo.com/75484331>

How to add an image to your biography: <https://vimeo.com/75484332>

Additional Omeka Resources

[A Brief Introduction to Omeka](#)

[Screencasts from the makers of Omeka](#)

[Omeka.net](#) offers Omeka sites for free –start your own project!

[Using Omeka by the Florida State Libraries](#)

[Ideas on using Omeka @ Teaching History](#)

Project Research Guides and Guidelines

Research guides

The Colored Conventions Project provides research guides available for faculty partners online.

For Faculty Partners at the University of Delaware:

<http://guides.lib.udel.edu/coloredconventionsatud>

For National Faculty Partners:

<http://guides.lib.udel.edu/coloredconventions>

Guidelines for Sources and Citation

Images:

If you find images on any of the library databases, try to replicate that find in the Library of Congress, Google Books, Documenting the American South, Project Gutenberg (www.gutenberg.org), Hathitrust.com, Schomburg Library, (digital.nypl.org/schomburg/images_aa19/); Google images (images.google.com) allows you to paste in images to search for similar images.

- Always indicate where you got the item. Link to the website or source.
- Make sure you include “specs” for images, that is, include the dimensions of the original image if available. Please do not crop. Please use the largest .jpg you can possibly get.

Works Cited/Bibliography:

Because this information is hard to piece together as you know, and can come from sources that don't get it exactly right (as some of you have found out) it's important to include a complete bibliography as you put together your delegate write-up.

- In addition to your conventional bibliography, create a “works cited page” that includes live links if you got information from a Web source. If you find a frontispiece (the image of the front of a book or pamphlet), include that link.
- Put your name, and the class, and the date of your work on every page. Example: Meredith Sobel, ENGL 344, 2-28-2013.

Your work will be part of a larger digital humanities project about the colored conventions, and will be attributed to you. If you do not want to be included, you should write to gforeman@udel.edu and coloredconventions@gmail.com with the subject line “YourName.Optout”