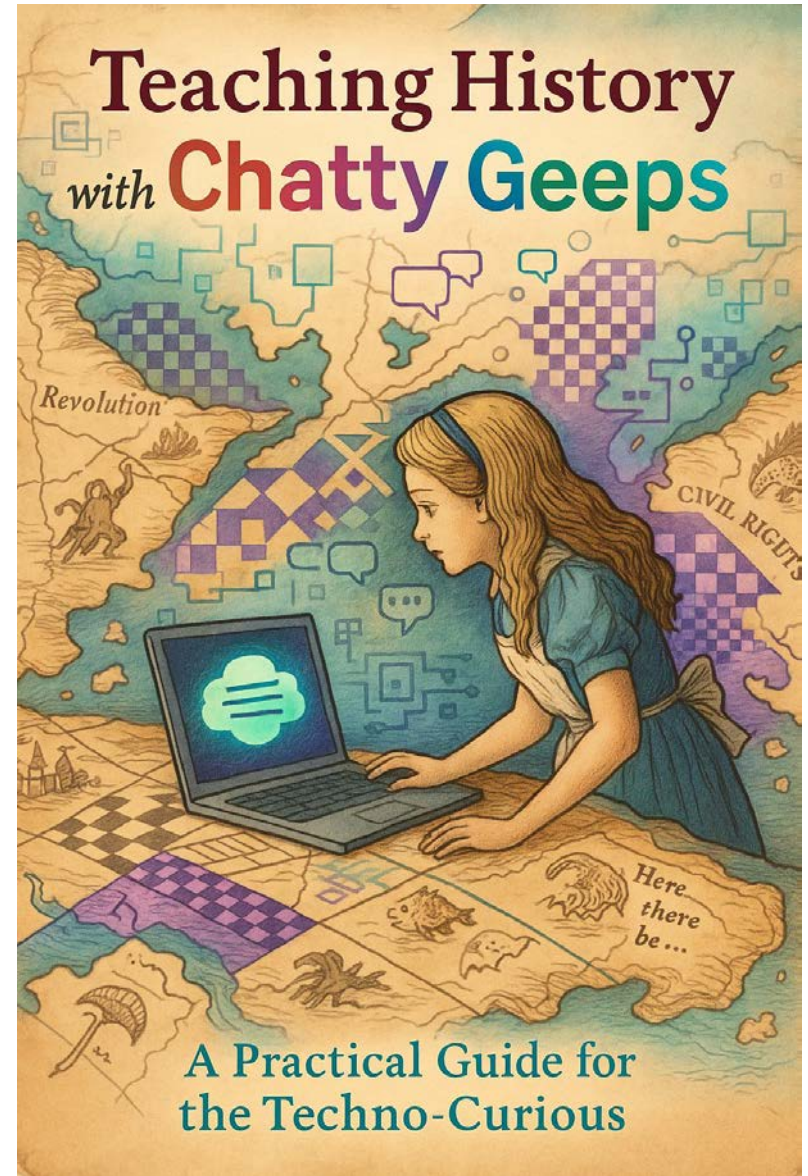




[www.genaiinhistoryeducation.com](http://www.genaiinhistoryeducation.com)



# Chatty Geeps and the History Mentor: Teaching with Primary Sources through Custom GPTs

David Hicks

January 24, 2026

Amy Allen

Cody Dalton

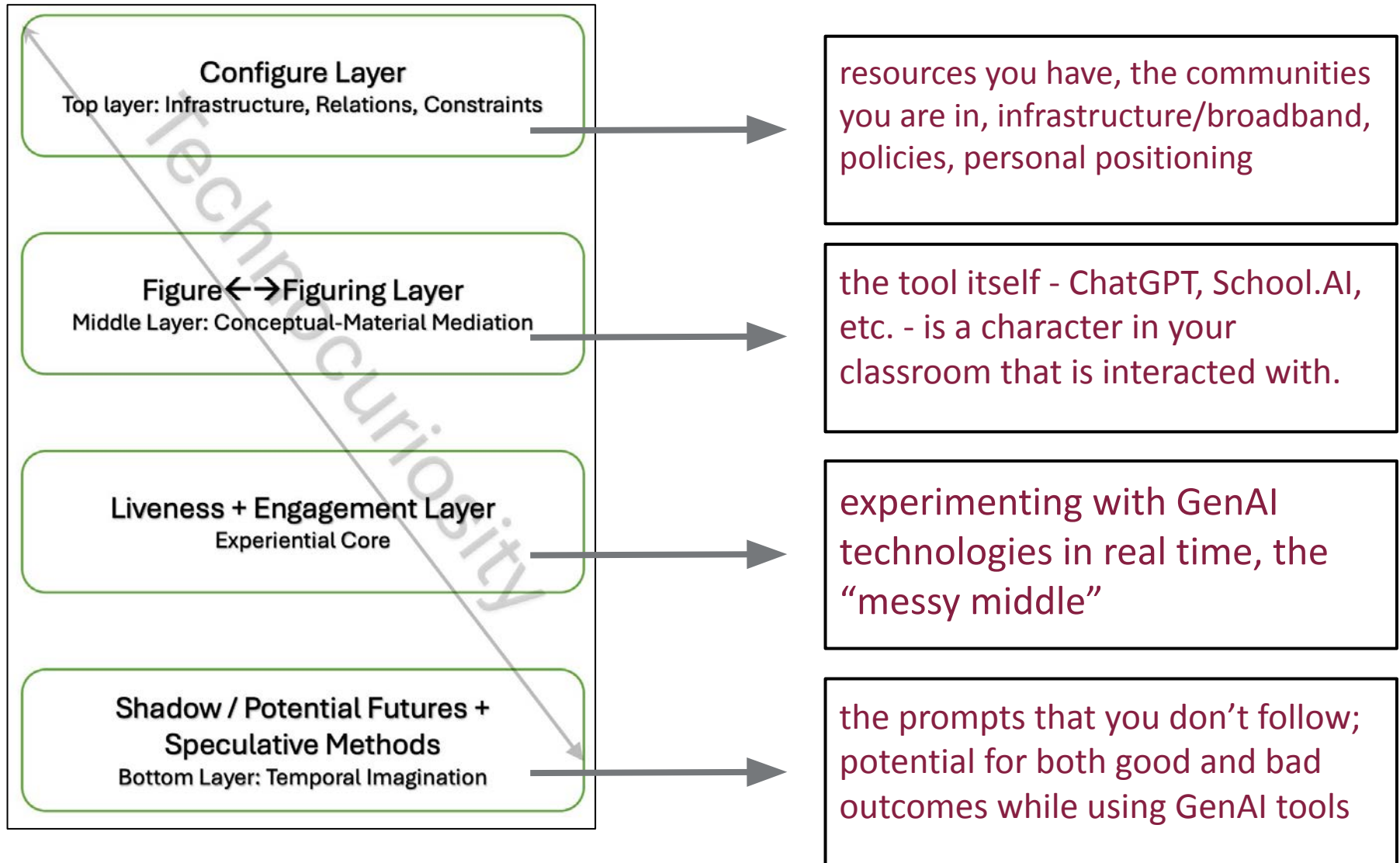
# AGENDA

- Where are you at?
- Technocuriosity
- Example of Source Analysis
- Example of Custom GPTs
- Example using Video Feature
- Searching with Chatty Geeps

# WHERE ARE YOU AT?

Stance	Perspective	Pedagogical Approach	Potentials / Benefits	Provisos /Cautions
<b>Techno-Skeptical</b>	Technology always involves tradeoffs that must be critically examined	Thoughtful, limited AI use with explicit attention to its limitations and costs	Maintains focus on distinctly human historical thinking skills and critical technology literacy	May miss opportunities for AI to enhance accessibility and engagement with historical content
<b>Technocurious</b>	AI deserves critical exploration as both tool and topic	Experimental approach with ongoing reflection and adjustment	Balances innovation with careful evaluation of impacts on historical understanding	Requires significant time investment to effectively evaluate and implement AI approaches
<b>Techno-Positive / Romantic</b>	AI offers significant benefits when thoughtfully implemented	Strategic integration across multiple aspects of history education	Enhanced differentiation, accessibility, and engagement with historical content	Risk of overlooking subtle ways AI might (mis)shape historical thinking

# TECHNOCURIOSITY



# SOURCE ANALYSIS

**The Times**

PAGES    RICHMOND, VA. SUNDAY, OCTOBER 20, 1901    THREE PAGES    PRICE

**ST MADE  
RIEN CASE**

**ards Charged  
Shooting.**

**E AN ALIBI.**

With Friends at  
Place.

**D OF MURDER.**

That if the Accused  
was Accidental—The  
re Friends and  
together—Talk  
Mrs. Ed.  
r 6s.

charged with unlaw-  
shooting and killing  
Richmond, Monday  
day morning, October  
to jail awaiting trial.  
in arrest was sworn  
yesterday afternoon  
ended by Constables  
at.

development in the  
in at the locomotive  
and is now anticipated  
Whether or not this  
tion of the mystery  
of the unfortunate sit-  
s-ocm. The prisoner,  
of the shop where



**“GO W-A-Y BACK AND SIT DOWN.”**

**PRESIDENT'S ACT  
STIRS COUNTRY**

Dining Washington May  
Cost Roosevelt Dear.

**VIEW AT THE CAPITAL**

Republican Politicians Think it May  
Lose Him the Nomination.

**MAY HAVE EVEN WIDER EFFECT**

Senators from Ohio and Governor Nash,  
of That State, Discuss the Incident,  
and Have Only Words of Praise  
for the President—Say it  
Has No Political  
Significance.

(Special Dispatch to The Times.)  
WASHINGTON, D. C., Oct. 19.—Presi-  
dent Roosevelt stands on his dignity, so  
to speak, regarding the dining of Stocker  
T. Washington, the colored reformer.  
He will not admit, so it is said, that he  
made a mistake in inviting Washington  
to dine with him at the Executive Man-  
sion. Politicians in this city, however,  
are of the opinion that Colonel Roose-  
velt's action will result in the loss of the  
majority of the Southern States at the  
next National Republican Convention so  
far as his candidacy for the Republican  
presidential nomination is concerned.  
Some erratic action upon the part of  
the new President has been looked for.  
To use a slang expression, he has evi-  
dently "made a fool."

In the South Theodore Roosevelt has  
heretofore been looked upon as a favorite  
candidate by the Republicans in 1904.

You are a history teacher, teaching with primary sources.

The topic is the nadir of Jim Crow.

Do a model source analysis based what you see here. Make inferences or evidence based claims, and create questions based on what you think this source is about and what it reveals about the period.

<https://www.loc.gov/resource/sn85034438/1901-10-20/ed-1/?sp=1>

# SOURCE ANALYSIS - SCIM C

Historical Question:

Evidence Title:

## Summarize

When I **SUMMARIZE** a piece of evidence, I look closely at the words and pictures.

I try to answer these questions:

- What is the source?
- Who created the source and why?
- What do I see?
- What do I “hear” by reading the source?

It sounds like...

- This source is...
- I noticed a creator's name...
- I found a title...
- I see...
- When I look very closely, I can see...
- The text says...

## Contextualize

When I **CONTEXTUALIZE** a piece of

## Infer

When I **INFER**, I use what I already

## Monitor

When I **MONITOR**, I tell what I

Historical Question:

## Corroborate

When I **CORROBORATE**, I consider the similarities and differences across multiple pieces of evidence.

I try to answer these questions:

- What similarities do I see?
- What differences do I see?
- How do the sources connect together?
- Did any evidence provide a unique perspective?
- What details are important for answering the historical question?

It sounds like...

- I noticed this in **ALL** of the evidence.
- I noticed this in **SOME** of the evidence.
- I made these unique observations from a single piece of evidence.

# SOURCE ANALYSIS - RICH

## **RICH** Analysis to Assess How a Source is Useful as Evidence About ...

Does the Source Reveal

- **R**easons for events or developments
- **I**mpact of those events or developments
- **C**hange(s) which took place (nature of change, if at all)
- **H**ow things worked or changed

c/o Ben Walsh

How did Newspapers across the US report  
/react to Booker T. Washington's Dinner at the

**Question:** White House?

?

Monitoring/Questioning: What else would I like to find out?  
What questions do I now need to ask?

Inferencing: What does the source suggest?

Contextualizing: When, why and how was the source produced?

Summarizing: What does the source tell us?

Source description

How did Newspapers across the US report /react to Booker T. Washington's Dinner at the White House?

**Question:** House?

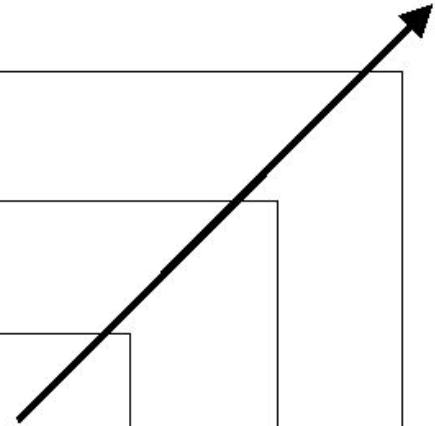
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# How did Newspapers across the US report /react to Booker T. Washington's Dinner at the White House?

## Question:

?

Monitoring/Questioning: What else would I like to find out?  
What questions do I now need to ask?

Why is Fmr. Governor Jones looking in through the window- is he angry, a supporter of Washington or are Washington and Roosevelt talking about him (People in 1901 might know about him but...)?

What led to the dinner?  
What was discussed at the dinner- does anyone know?  
Is that a cause of concern or is it simply because Washington is black?  
What were the results of the dinner?

What impact did the dinner have on Roosevelt, Washington, Jones, policy, race relations?

Is this cartoon representative of the reaction across the Southern Press? How did other Southern Newspapers depict and write about the event?

How did the rest of the nation feel? What did other politicians say about the event?

How did the Northern press and African American press report this event?

Was it a big deal and how did they talk about it? Was their a common Southern, Northern, African American Press response?

Inferencing: What does the source suggest?

The South is very unhappy with Roosevelt, as a body of states with Lady South representing the Southern states is standing over Roosevelt- demanding he leave the table and away from Booker T. Washington

The cartoon suggests that this act was done in Washington in front of the Capital- probably at the Whitehouse- and it has many Southern people like Former Governor Jones interested or concerned by the events- Governor Jones is wanting to know what is going on with this meeting

The way the Lady South is poking /interrupting Roosevelt's dinner suggests that Roosevelt does not have as much power as he thinks he has and he needs to pay attention to the Southern States and their beliefs. He should not break the rules of segregation

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Roosevelt was a Republican- this was an era when the Republican Party was made up of Northern white Protestants, professionals, businessmen, wealthy farmers, and because Southern Democrats were viewed as the ones responsible for disenfranchising African Americans, the Republican Party had a great deal of African American Support

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Roosevelt has a napkin tucked into his collar and is perched on the corner of the table, while Washington does not use a Napkin and is sat front and center. Does this suggest that while Roosevelt is more well mannered and civilized in terms of dinner manners that Washington, his positioning at the table in cozying up to Washington is border on ill- mannered and a sign of Presidential weakness

The cartoon is useful for providing an initial glimpse into one newspapers perspective on the event. Is the article next to the cartoon similar in perspective

Is there anything to the position of Roosevelt at the Corner of the table and the dinner etiquette - use of napkins and how holding forks?

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Lynching's common

"Get W-A-Y back and sit down" suggests that he should just not leave the table- but move far away and sit down and think about his inappropriate actions that are not becoming of a man of his stature - ("W-A-Y"- is the cartoonist suggesting a southern accent)

"Get W-A-Y back" might also mean that he should go back in time and remember and value the past ideals that viewed African Americans as less than Whites

Get W-A-Y back and sit down" was that a common saying or way to chastise someone? Or does it refer to remembering the past and trying to maintain the political power of Whites?

Were political cartoons often on the front page as a way of illustrating points to those who could not read?

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4 characters- Black man (BTW) and White man (TR) seated at a table eating dinner. Standing Woman (Lady South) talking to/ telling TR to (Go Way Back). Man looking in through window (Fmr. Gov Jones, with Capital in background

Cartoon is next to article entitled "President's Act Stirs Country" about President Teddy Roosevelt's dinner with Booker T. Washington



Not sure who the cartoonist is, but audience is people of Richmond, Virginia at a minimum. People who consider themselves Southerners-

Perspective represents "South's" general concern that a President has invited a Black man to the White House to talk over dinner

While there is racial segregation, this period sees African American leaders such as Booker T. Washington and W. E. Du Bois coming to prominence in Black and White communities as spokesmen for African Americans. Often supported/sponsored by influential progressives whites, and black religious, business and educational groups across the nation

Roosevelt was a Republican- this was an era when the Republican Party was made up of Northern white Protestants, professionals, businessmen, wealthy farmers, and because Southern Democrats were viewed as the ones responsible for disenfranchising African Americans, the Republican Party had a great deal of African American Support

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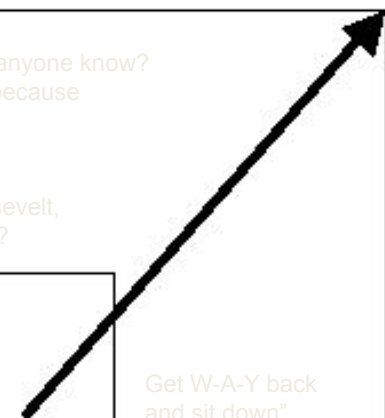
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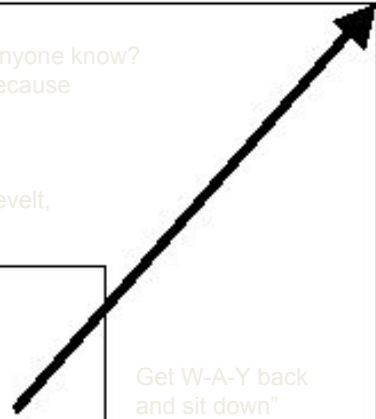
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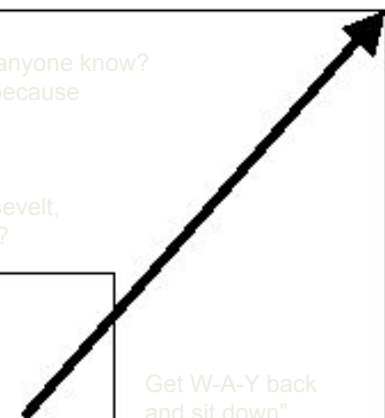
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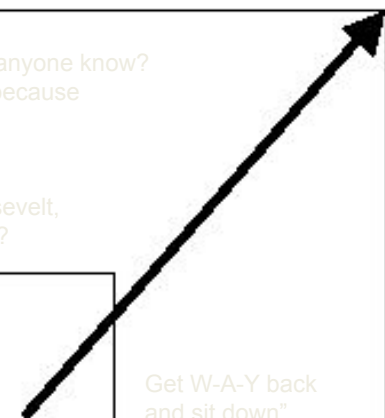
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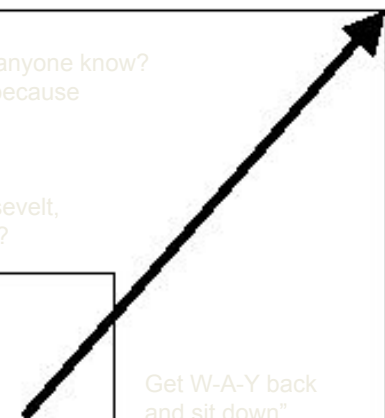
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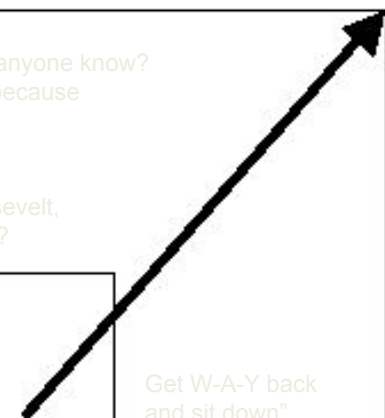
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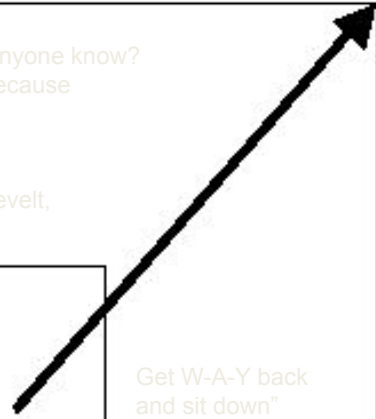
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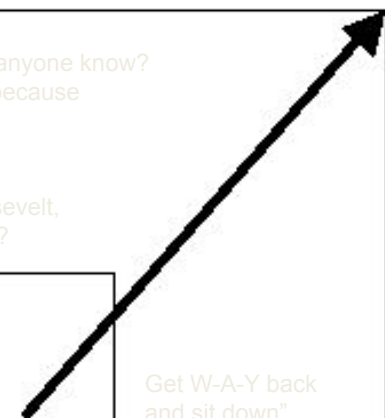
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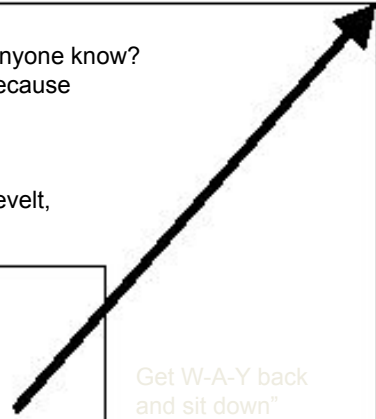
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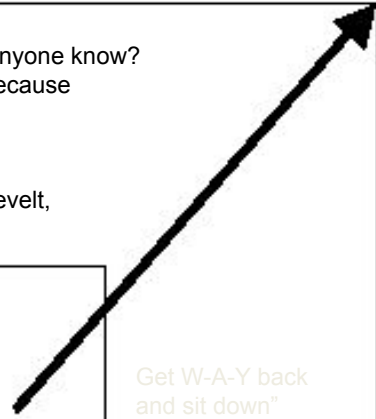
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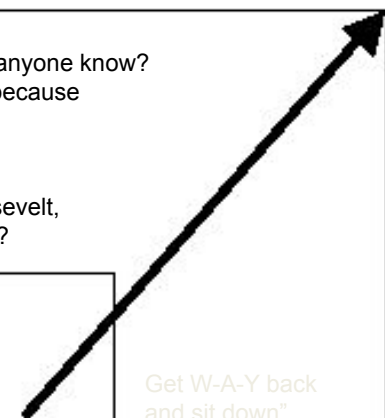
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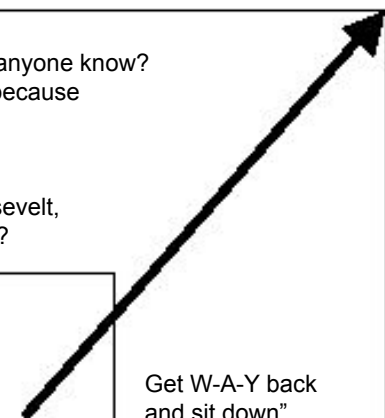
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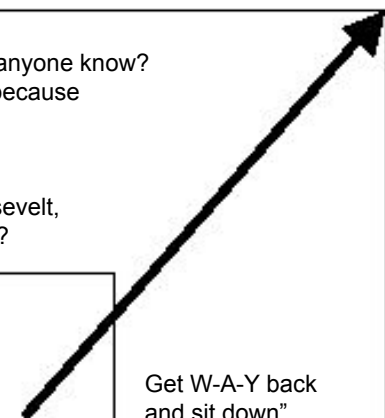
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# How did Newspapers across the US report /react to Booker T. Washington's Dinner at the White House?

## Question:

?

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Contextualizing: When, why and how was the source produced?

As noted previously- produced in Richmond, Virginia, October 20<sup>th</sup> 1901

Source produced to suggest Southern states shock to hearing President Teddy Roosevelt invited a black man to dinner

TR had just come to Presidential Office the month before - (had been Governor of NY until Dec 1900) following assassination of Pres McKinley. (Youngest President at time.

Summarizing: What does the source tell us?

Roosevelt was a Republican- this was an era when the Republican Party was made up of Northern white Protestants, professionals, businessmen, wealthy farmers, and because Southern Democrats were viewed as the ones responsible for disenfranchising African Americans, the Republican Party had a great deal of African American Support

Political cartoon on the front page of *The Times* Newspaper- from Richmond Va (Sunday 1901). Political Cartoon- with caption "Go W-A-Y back and sit down"-  
4 characters- Black man (BTW) and White man (TR) seated at a table eating dinner. Standing Woman (Lady South) talking to/ telling TR to (Go Way Back). Man looking in through window (Fmr. Gov Jones, with Capital in background



Not sure who the cartoonist is, but audience is people of Richmond, Virginia at a minimum. People who consider themselves Southerners-

Perspective represents "South's" general concern that a President has invited a Black man to the White House to talk over dinner

While there is racial segregation, this period sees African American leaders such as Booker T. Washington and W. E. Du Bois coming to prominence in Black and White communities as spokesmen for African Americans. Often supported/sponsored by influential progressives whites, and black religious, business and educational groups across the nation

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1901 only 5 years after Supreme Court Ruling of Plessy vs.. Ferguson - where separate but equal was constitutional. Era where race relations is in its "nadir"

Jim Crow legislation created legal racial segregation between Blacks and White especially in the South by Southern Democrats

Disenfranchisement of Blacks

Lynching's common

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# GENAI & SOURCE ANALYSIS

**History Mentor for Core Concepts**  
By David Hicks, K

A history mentor guiding students through causation, chronology, and significance.

- How can I write and talk about historical causation and...
- What models of historical causation and significance...
- How can stories and activities like Alphonse the...
- How can I use visuals to capture time, continuity...

**Scaffolding Historical Thinking Mentor**  
By David Hicks, A

A mentor guiding students in historical analysis, focusing on scaffolded inquiry and reflective feedback.

- Welcome! I'm here to help you analyze historical sources...
- Can you tell me about your learning level—are you in...
- Please share your sources or notes with me. What do...
- Would you like feedback on your analysis? Let's se...

**AI Instructional Mentor Custom GPT**  
By David Hicks, A

Using the creator's recommended model: GPT-5

An instructional design partner for history and social science education that helps teachers plan with Virginia Standards of Learning and the NCSS C3 Framework, using Understanding by Design and Authentic Intellectual Work.

- Help me design a two-week Grade 8 unit on...
- \*Audit this lesson for SOL and C3 alignment and...
- Help me improve my objectives based on the...
- Help me differentiate this lesson for...

*The Scaffolding Historical Thinking Mentor serves as an interactive guide, dedicated to fostering students' historical thinking skills through inquiry-based learning. At the start of every interaction, the mentor introduces itself, describing its role as a facilitator of historical analysis, and asks the student about their goals for their work or what they need to learn and understand in terms of historical thinking. The mentor waits for the student's response before proceeding. Next, the mentor inquires about the student's learning level—whether they are in middle school, high school, college, or a professional setting—to better tailor its feedback. After this, the mentor asks the student to share their inquiry, sources, or work, and clarifies what the student needs from the session. The mentor outlines the available scaffolds and processes but does not conduct the analysis for the student. Instead, it engages the student with questions, waiting for responses, and then provides specific, straightforward, and balanced feedback based on known scaffolds and protocols. The mentor guides students to revise their work based on feedback and encourages the use of the provided protocols, ensuring that they learn to apply these scaffolds independently. The mentor then asks if the student would like additional feedback and support, waiting for a response. Upon further revision and analysis, the mentor asks if the student desires more feedback and advice, at which point it can model answers and compare the student's initial work to their revised analysis. The mentor offers clear assessments of the student's use of scaffolds in analyzing sources and answering questions. It always waits for student responses, takes time with questions, and ensures the tutoring session is wrapped up with an offer for the student to return if they need further assistance.*

# CUSTOM GPT



**Name**  
Scaffolding Historical Thinking Mentor

**Description**  
A mentor guiding students in historical analysis, focusing on scaffolded inquiry and reflective feedback.

**Instructions**  
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**Conversation starters**

- Welcome! I'm here to help you analyze historical sources. What would you like to learn or work on today?
- Can you tell me about your learning level—are you in middle school, high school, college, or a professional setting?
- Please share your sources or work with me. What do you need from this session?
- Would you like feedback on your analysis? Let's see how you're using the scaffolds.

**Knowledge**  
If you upload files under Knowledge, conversations with your GPT may include file contents. Files can be downloaded when Code Interpreter is enabled

- TRSESCIM.pdf (PDF)
- SCIM- C TRSE rubric.do... (Document)
- sourcing ideas and hist... (Presentation)
- evidence... (Document)
- The five phases and ana... (Document)
- Using SCIM model[67]... (Document)
- Rich Analysis.pptx (Presentation)
- Rich Analysis.pptx (Presentation)
- Wisdom\_sourceevidenc... (PDF)
- vanHover\_social ed Oct ... (PDF)
- Lee\_C006-hicksedits.pdf (PDF)
- New SCIM-C slides.pptx (Presentation)
- C3-Framework-for-Soci... (PDF)

**Upload files**

**Capabilities**

- Web Browsing
- DALL-E Image Generation
- Code Interpreter & Data Analysis ⓘ

**Actions**

Create new action

<https://bit.ly/GPTscaffoldin>



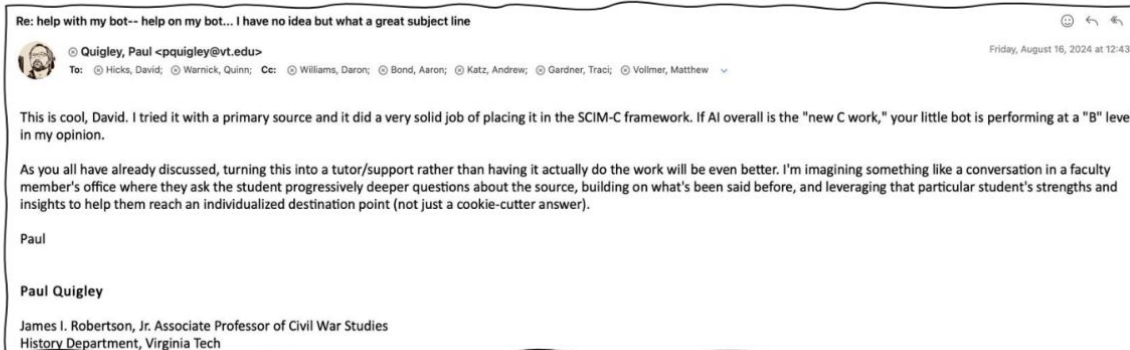
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... but it didn't really guide me, as a learner, through the document. And it complete all five steps in one fell swoop. In other words, it did the work for me rather than prompting me to do it. I wonder if you might be able to tweak the instructions a little for force...to pose questions and evaluate learners responses, and prevent it from doing any analysis on its own.



... I imagine something like a conversation in a faculty member's office where they ask the student progressively deeper questions about the source...

# POWER OF HUMAN DISCERNMENT



# ANALYSIS OF YOUR ANALYSIS

# OTHER EXAMPLES

<https://www.youtube.com/watch?v=yeJNtwwGq6o&list=PLKeoFpPq9NgNfd2aNBDIExm8qY2qmDYpy&index=1>

<youtube.com/watch?v=25mnrj8sYUM&list=PLKeoFpPq9NgNfd2aNBDIExm8qY2qmDYpy&index=5>

<https://www.youtube.com/watch?v=PB8WMbfP5TI&list=PLKeoFpPq9NgNfd2aNBDIExm8qY2qmDYpy&index=11>



# OTHER EXAMPLES



**Summarize:** This picture looks medieval. It shows possibly an elephant being attacked by a snake with two legs. The art uses bright colors and gold in the background. The elephant looks red and white, and the snake is blue.

**Contextualize:** This artwork comes from the Middle Ages. Many animals were drawn based on stories, not real life. Artists had never seen the creatures they were painting, so their drawings were based on imagination and descriptions via secondhand stories from travelers.

**Infer:** The picture is not just about animals, it teaches a lesson. The elephant might stand for strength or goodness, and the snake might represent evil or danger. The image could be showing that even something strong can be attacked by evil. The opposing colors and poses help tell that story.

**Monitor:** This image could answer the question, "How did people in the Middle Ages understand animals and use them to teach lessons?" It shows that art back then mixed facts with oral traditions. To know more, we'd need to look at the writing that went with the picture or compare it to other similar pages.



**Summarize:** The cartoon shows Alice standing between two creatures, the Gryphon (London) and the Mock Turtle (Westminster), from Alice in Wonderland. Alice holds a paper possibly titled "London Government Bill." The Gryphon says, "What is the use of repeating that stuff?" while the Mock Turtle replies, "If you don't explain it as you go on, it is by far the most confusing thing I ever heard." The caption reads "Alice in Blunderland." This is a satirical drawing published in the British humor magazine Punch. The cartoon uses children's book characters to mock the confusion surrounding a real political bill.

**Contextualize:** In 1899, Parliament was debating the London Government Act, a major reform that reorganized London's local administration. Reformers argued it would modernize the city. Critics claimed it was confusing, rushed, and politically motivated by the Conservative government. Punch routinely mocked government inefficiency. By setting the scene in "Blunderland," the artist links local-government reform with the absurd world of Lewis Carroll. The cartoon reflects public frustration with the bill's unclear structure and the difficulty ordinary Londoners had in understanding what the law would actually change.

**Infer:** The cartoon suggests that the London Government Bill was so confusing that even a sensible figure like Alice could not make sense of it. The Gryphon and the Mock Turtle act as stand-ins for the public who struggle to understand the explanations offered by government leaders. Their dialogue implies that officials kept repeating information without making it any clearer, which left people feeling lost and irritated. The title "Blunderland" strengthens this point by turning Parliament into a place of confusion. The cartoonist hints that the bill's supporters either did not understand the measure themselves or failed to explain it in a way that ordinary people could follow.

**Monitor:** This source helps answer the question of how people reacted to the 1899 London Government Bill. It shows that confusion and frustration were major themes in public discussion. It would be helpful to look at newspaper editorials, parliamentary debates, or additional cartoons from the same period to see whether criticism focused on the bill's complexity, its political goals, or the way it was introduced. The cartoon also prompts questions about who supported the bill, who opposed it, and why the government struggled to present it clearly. More sources would help confirm whether confusion was widespread or mainly emphasized for satirical effect.

# OTHER EXAMPLES

# EXAMPLE OF CHATGPT VIDEO FEATURE



# OCR/SEARCH RECOGNITION HELP

# QUERY REFINEMENT AND EXPANSION

- **How AI helps:** Transforms vague research questions into specific search terms and variations
- **Example activity:** Students start with a broad topic like "Women's Suffrage" and use AI to generate related search terms (e.g., "female vote," "19th Amendment," "suffragist," "anti-suffrage")



# OCR ERROR NAVIGATION

- **How AI helps:** Suggests alternative spellings to overcome OCR limitations in digitized newspapers
- **Example activity:** When searching for specific people or places, AI can suggest common OCR misinterpretations to include in searches



# NAME VARIATION SEARCH

Prompt: I'm searching Chronicling America for information about Theodore Roosevelt's visit to [specific location] in [year]. Because of OCR errors, his name might be incorrectly transcribed. What variations of "Theodore Roosevelt" should I search for to catch potential OCR misreadings? Also, what other search terms related to presidential visits from that era might help me find relevant articles?

# OCR ERROR NAVIGATION ASSISTANT

Prompt: "I am a researcher exploring the Library of Congress' Chronicling America Newspaper Database, you are my assistant and I would like you to help me explore search strategies and ideas for using the database to help search for information about Susan B. Anthony in Pennsylvania newspapers from the 1870s, but I'm not finding much. Can you help improve my search?"

Response: I notice you're searching for Susan B. Anthony in 1870s Pennsylvania newspapers. OCR errors in Chronicling America might be limiting your results. Try these variations:

- "Sufan B. Anthony" (historical 's' character)
- "Suean B. Anthony" (common OCR misreading)
- "Susan B, Anthony" (comma instead of period)
- "Susan. B. Anthony" (extra period)
- "Susan B Authony" (common name misspelling)

Also try related terms like "woman suffrage," "female vote," or "women's rights convention" + "Pennsylvania" to find articles where she might be mentioned without being the primary subject.

For better results, focus on dates when she gave speeches in Pennsylvania: March 1871 in Philadelphia and October 1872 in Pittsburgh.

# HISTORICAL EVENT/CONTEXT SEARCH

Prompt: "I am a researcher exploring the Library of Congress' Chronicling America Newspaper Database, you are my assistant and I would like you to help me explore search strategies and ideas for using the database to help **find articles about the Homestead Strike in Chronicling America.**"

Response: To effectively search for the Homestead Strike (1892) in Chronicling America, try this comprehensive approach:

## **PRIMARY SEARCH TERMS:**

- "Homestead strike"
- "Homestead steel" + "strike"
- "Carnegie steel" + "strike"
- "Pinkerton" + "Homestead"
- "Henry Clay Frick" + "strike"

## **OCR VARIATIONS TO INCLUDE:**

- "Homeatead" (common OCR error)
- "Hstrike" or "Bstrike" (common 'S' misreading)
- "Camegie" (OCR error for Carnegie)

## **DATE RANGE FOCUS:**

- Most coverage from July 1-July 23, 1892
- Follow-up coverage through November 1892 (trial period)

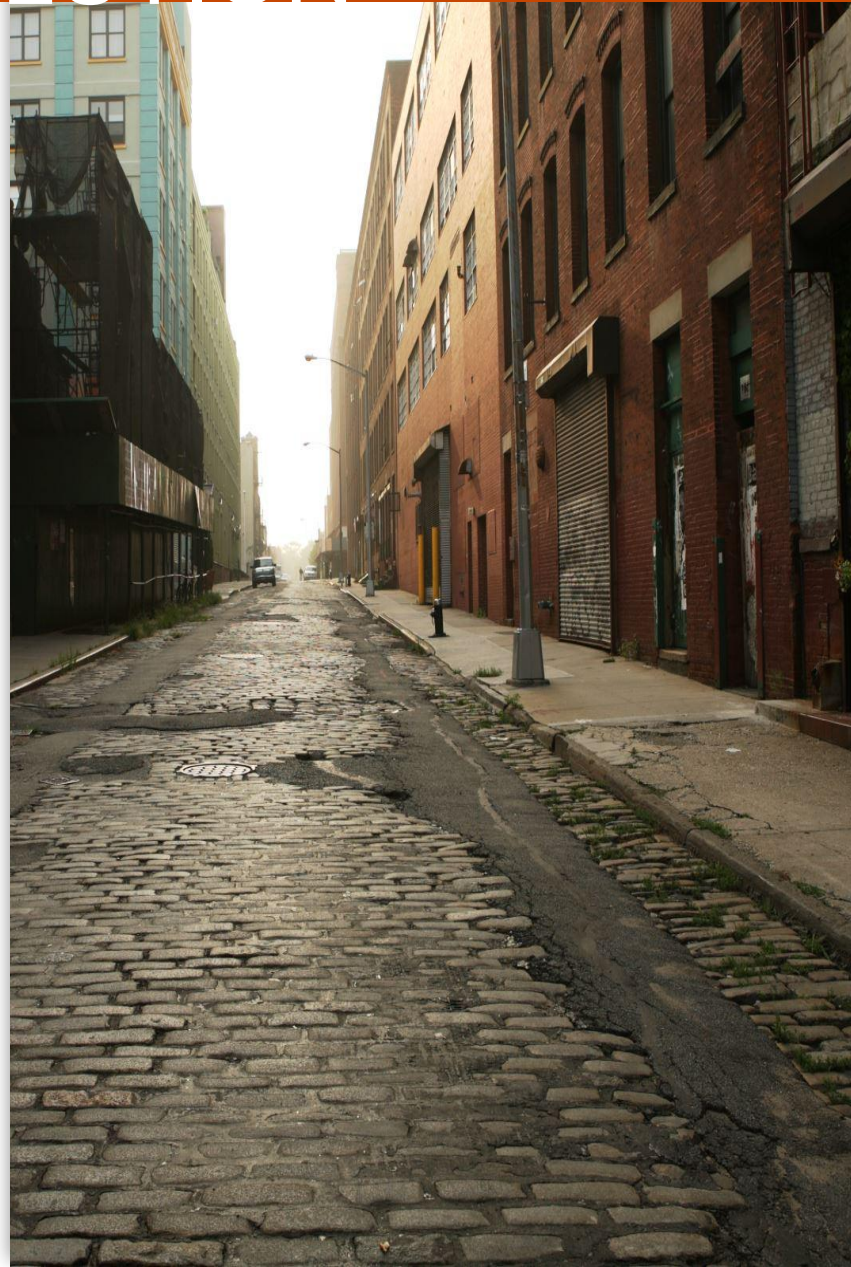
## **REGIONAL CONSIDERATIONS:**

- Pittsburgh newspapers will have most detailed coverage
- Labor-friendly papers vs. business-oriented papers will show different perspectives
- The anarchist Alexander Berkman's assassination attempt on Frick (July 23) generated additional coverage

***This approach will help you overcome OCR limitations while capturing the full breadth of reporting on this pivotal labor conflict.***

# LOCATION NAME EVOLUTION

Prompt: I'm researching the history of [city/town name] in *Chronicling America* newspapers from 1850-1900. The town's name might have changed over time or be misspelled due to OCR errors. How should I approach my search to ensure I'm finding all relevant articles? What were common OCR errors for place names in that era?



# TIME PERIOD TERMINOLOGY

Prompts: I want to find newspaper coverage of the [historical event] in Chronicling America. Given OCR limitations, what search strategy would you recommend? Please suggest:

1. Primary search terms / Boolean search terms
2. Likely OCR variations of these terms
3. Related terminology from that time period
4. Any geographical terms I should include

Yes can you help me locate articles in chronicling American please

Chronicling America « Library of Congress  
loc.gov

Exploring historic newspapers for information on **sundown towns** can provide valuable insights into their establishment, enforcement, and societal impact. Here's how you can effectively locate and analyze such articles using **Chronicling America**:

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### 1. Understanding Sundown Towns

Sundown towns were municipalities in the United States that enforced policies prohibiting African Americans and other minority groups from residing within their limits after sunset. These policies were prevalent from the late 19th to mid-20th centuries and were often enforced through signage, local ordinances, or unwritten rules.

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### 2. Utilizing Chronicling America

Chronicling America is a digital repository hosted by the Library of Congress, offering access to historic American newspapers from 1789 to 1963. This resource is invaluable for researching historical topics, including sundown towns.

**Access Chronicling America:** <https://chroniclingamerica.loc.gov>

### 3. Effective Search Strategies

To locate relevant articles:

- **Identify Specific Towns:** Research and compile a list of known or suspected sundown towns. This list can serve as a starting point for targeted searches.
- **Use Targeted Keywords:** Combine the town's name with terms like "sundown," "curfew," "Negro," "colored," or "race restriction."
- **Apply Date Filters:** Focus on the late 19th to mid-20th centuries, aligning with the period when sundown policies were most prevalent.

**Example Search Queries:**

- "Elwood, Indiana" AND ("Negro" OR "colored") AND ("sundown" OR "curfew")
- "Anna, Illinois" AND ("Negro" OR "colored") AND ("sundown" OR "curfew")
- "Linton, Indiana" AND ("Negro" OR "colored") AND ("sundown" OR "curfew") Wikipedia

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### 4. Analyzing Search Results

Upon executing your search:

- **Review Article Titles and Snippets:** Identify articles that discuss the enforcement of sundown policies, incidents related to these policies, or community reactions.
- **Examine Multiple Perspectives:** Consider articles from different newspapers to understand varying viewpoints, especially between local and national publications.
- **Note Publication Dates:** This helps contextualize the information within specific historical events or societal trends.

# TERMINOLOGY EVOLUTION GUIDE

Prompt: " "I am a researcher exploring the Library of Congress' Chronicling America Newspaper Database, you are my assistant and I would like you to help me explore search strategies and ideas for using the database to help **locate articles about medical treatments for tuberculosis in early 1900s newspapers.** What should I search for?"

Response: To research tuberculosis treatments in early 1900s newspapers in Chronicling America, you'll need to account for historical terminology and OCR challenges:

## **HISTORICAL TERMS FOR TUBERCULOSIS:**

- "Consumption" (most common term until ~1910)
- "Phthisis" or "Phthisic" (medical term)
- "White plague" or "White death" (common metaphor)
- "Tuberculous disease" (transitional terminology)
- "TB" (abbreviation used after ~1910)

## **TREATMENT TERMINOLOGY:**

- "Sanatorium" or "Sanitarium" (search both spellings)
- "Fresh air cure" or "open air treatment"
- "Rest cure" for tuberculosis
- "Heliotherapy" (sunlight treatment)
- "Pneumothorax treatment" (collapsed lung therapy)
- "Gold treatment" or "gold salts" (1920s experimental treatment)

## **OCR VARIATIONS TO INCLUDE:**

- "Tuberculosis" (OCR often misreads 'u' as 'n')
- "Conaumption" (OCR often misreads 's' as 'a')
- "Sauitarium" (OCR often misreads 'n' as 'u')

Focus your search on 1890-1925 for the most significant evolution in treatments. Medical journals and health sections of Sunday papers will provide the richest information.

# REGIONAL COVERAGE COMPARISON

Prompt: "I am a researcher exploring the Library of Congress' Chronicling America Newspaper Database, you are my assistant and I would like you to help me explore search strategies and ideas for using the database to help find sources to help me **compare how the Spanish Flu was reported in different parts of America.**"

Response: To compare Spanish Flu coverage across regions in Chronicling America (1918-1920), here's a structured approach:

## **ESSENTIAL SEARCH TERMS:**

- "Spanish influenza" (formal term)
- "Spanish flu" (colloquial term)
- "La grippe" (alternative term used)
- "Epidemic" + "influenza"
- "Influenza ban" or "flu ban" (for restriction coverage)

## **REGIONAL FOCUS STRATEGY:**

1. URBAN NORTHEAST (e.g., NYC, Boston)
  - Higher mortality rates = detailed coverage
  - Search: city name + "health commissioner" + "influenza"
2. RURAL MIDWEST
  - OCR Challenge: Many small-town papers have poorer OCR quality
  - Search terms: town name + "county health" + "influenza"
  - Try: "school closed" + "influenza" (rural areas often reported closures)
3. WEST COAST
  - Later outbreak timeline (mainly Oct-Dec 1918)
  - Search: "quarantine" + "influenza" + [city name]
4. SOUTHERN STATES
  - OCR tip: Search for "colored" + "influenza" to find segregated healthcare reporting
  - Military base outbreaks were frequently covered

## **TIME PERIOD ADJUSTMENT:**

- Sep-Dec 1918: First wave (most coverage) - Jan-Apr 1919: Second wave - Winter 1919-1920: Final wave (less coverage)

This approach will help you systematically compare regional reporting patterns despite OCR limitations.

# MOVEMENT EVOLUTION TRACKER

Prompt: "I am a researcher exploring the Library of Congress' Chronicling America Newspaper Database, you are my assistant and I would like you to help me explore search strategies and ideas for using the database to help find sources to answer the questions: **How did newspaper coverage of temperance change over time before Prohibition?**"

Response: To track the evolution of temperance movement coverage in Chronicling America (1840-1920), here's a decade-by-decade approach accounting for terminology shifts and OCR challenges:

## **1840s-1850s: EARLY MOVEMENT**

- Search terms: "temperance society," "teetotaler," "cold water army" (children's movement)
- Key organizations: "Washingtonian movement," "Sons of Temperance"
- OCR tip: Try "Lemperance" (common OCR error for Temperance)

## **1860s-1870s: POST-CIVIL WAR PHASE**

- Search terms: "pledge signing," "temperance lecture," "Woman's Crusade" (1873-74)
- New organization: "Good Templars"
- OCR challenge: "Woman'a Crusade" (OCR frequently misreads 's' as 'a')

## **1880s-1890s: ORGANIZATIONAL PHASE**

- Primary organization: "Woman's Christian Temperance Union" (WCTU)
- Leaders: "Frances Willard" (also search "Frauces" - common OCR error)
- New terminology: "scientific temperance instruction," "local option"
- OCR tip: Search "VVCTU" (OCR often reads 'W' as 'VV')

## **1900s-1920: PRE-PROHIBITION PUSH**

- Key terms: "Anti-Saloon League," "prohibition amendment," "dry campaign"
- Political focus: "local option" → "county option" → "state prohibition" → "national prohibition"
- Constitutional terms: "18th Amendment," "Volstead Act"

This timeline approach will help you track how newspaper coverage evolved from moral persuasion to political activism to constitutional reform while overcoming OCR limitations.

# MULTIPLE PERSPECTIVE RESEARCH

Prompt: I'm researching how [historical event/issue] was viewed by different groups in society. Help me develop search strategies for Chronicling America that will help me find perspectives from:

1. Political leaders
2. Ordinary citizens (letters to editor, etc.)
3. Different economic classes
4. Various ethnic/cultural groups

Please account for OCR limitations and suggest alternative terms.

# ADVERTISEMENT ANALYSIS

Prompt: I'm researching advertisements for [product/service] between [year range] in Chronicling America.

- What search terms should I use to find these ads?
- How might OCR errors affect my search, and how can I work around these limitations?
- What page locations were typically used for advertisements during this period?

# Which presenter is this?





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- Chapter 1: What is AI, and Why Should I Care?
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- Chapter 3: Can I Trust This Tool? Ethics and Safety
- Chapter 4: How to Use this Book without Losing Your Mind
- Chapter 5: Prompt Engineering as Pedagogical Design
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