

## **Sutter's Mill Digital Collection Overview**

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LIS 4810: Digital Libraries

University of Denver

### **Abstract**

The significance of this project was to arrange a collection that demonstrated the early years of Sutter's Mill from 1848 - 1855. Each group member selected items that range from personal narratives, watercolor paintings, and daguerreotypes. The twenty objects came from public archives and academic institutions across California. This collection has a wide variety of objects and can appeal to many who are seeking information for a school paper, historical society, or just want information prior to visiting Sutter's Mill. This subject is a California fourth-grade social studies standard and many teachers and students look for information on this topic in libraries. All items in the collection have aged out of copyright infringement and are open source and can be copied and used for other purposes. Our workflow is documented below along with the content management used to create our digital database was Omeka.

### **Introduction**

The theme of the collection is Sutter's Mill, the site of where the first gold was found and it started The Gold Rush in California in 1848. This is a significant period in American, world, and California history. Our group selected this topic because there is a lot of media and historical documentation associated with it. Additionally, it is a fourth-grade social studies standard, and many teachers and students look for information on this topic in the libraries.

The scope of the project brings twenty objects that correlate to Sutter's Mill. These will be taken from public archives and academic institutions. Citing these, we aim to highlight this important time in history and bring a new collection together for the enjoyment of patrons. Our hope is to post this collection on OMEKA and LibGuide for the enjoyment and research of

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others. As students, we can share the LibGuide with fellow peers, as librarians we can share it through the digital community and with our prospective colleagues and patrons.

#### **User Needs Analysis**

The users of our Sutter's Mill collection will be varied, teachers, students, researchers, scholars, tourists, and locals. Teachers will be able to use it for their history curriculum and standards-based teaching in California. Students, at the middle and high school and collegiate levels, can use it for informational purposes, history and art projects. Scholars may want to use it for California history studies. Researchers will have access to images, be able to find related anecdotes and metadata to continue their projects. Tourists can use it to find information on possible places they would like to visit when in the area. Locals, who may just want some more information about Sutter's Mill and why it is an important site in California history.

Our group will consider two personas, that fit into our user needs analysis, who will access our collection:

a. User 1: (Kim) is in an advanced placement history class in her senior year of high school, she is eighteen years old and a digital native. Kim is doing a history project on the California Gold Rush and needs images of Sutter's Mill during this period.

- i. Watercolor
- ii. Comic
- iii. Advertisement

b. User 2: (Ed) is a recently retired schoolteacher, he is fifty-seven, and he has moderate computer literacy skills. Ed is becoming involved in a local

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historical society in Coloma, CA, and is interested in finding more information on Sutter's Mill.

- i. Historical markers
- ii. Maps

### **Project Scope**

#### *The Selection Process and Selection Criteria*

Our group members had the opportunity to select 5 items each relating to the scope of our California Gold Rush timeline of 1848-1855. We each had the opportunity to select materials of varying manifestations that we expressed personal interest in, whether they were personal narratives, watercolor paintings, daguerreotypes relating to the California Gold Rush and Sutter's Mill. The broad range of our collection and the manifestations selected provide a wide range of emotions and lenses through which the community at the time experienced this historical event.

#### *Copyrights and Rights Management Procedures*

Our collection comes from digitized collections at archives across California located in local Sacramento museums, academic institutions across the golden state and in the national archive that is the Digital Public Library of America. The pieces in our collection are objects that fall under public domain, as they are materials that have aged out of copyright infringement.

However, these materials are housed at institutions that care for them and provide free use access for educational purposes under the copyright law of the United States (Title 17, U.S. Code Section 101, et seq.) Furthermore, the primary sources in our collection are "Open Educational Resources (OER) in that they are freely available for educators and students to use, reuse, and adapt for educational purposes (Using DPLA's Primary Source Sets | DPLA,

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n.d.).”

#### *Scope of the Collection*

Our collection is composed of 20 objects from public archives and academic institutions of California that highlight Sutter’s Mill between 1848-1855.

#### *Types and Formats of Materials*

The objects we have selected are of different digital formats. Our objects include maps, images, and PDFs.

Omeka web publishing software permits the use of files no larger than 128 megabytes. The file types we will be using are the following: JPEG, PNG, and PDF.

### **Building the Collection**

For this project, our objects will be identified using Dublin Core metadata standards. The subjects will be tagged with terms from the Library of Congress subject terms, to keep a consistent and controlled vocabulary. Coverage will be identified by Getty’s Thesaurus of Geographical Names. Most of the items were found from DPLA, OAC, or the California State Library.

#### *Research Resources*

<https://scholarlycommons.pacific.edu/hasc/>

<https://bancroft.berkeley.edu/collections/loyaltyoath/rights.html>

<https://library.ca.gov/california-history/fair-use/>

<https://dp.la/>

<https://oac.cdlib.org/>

<https://sacramento.pastperfectonline.com/>

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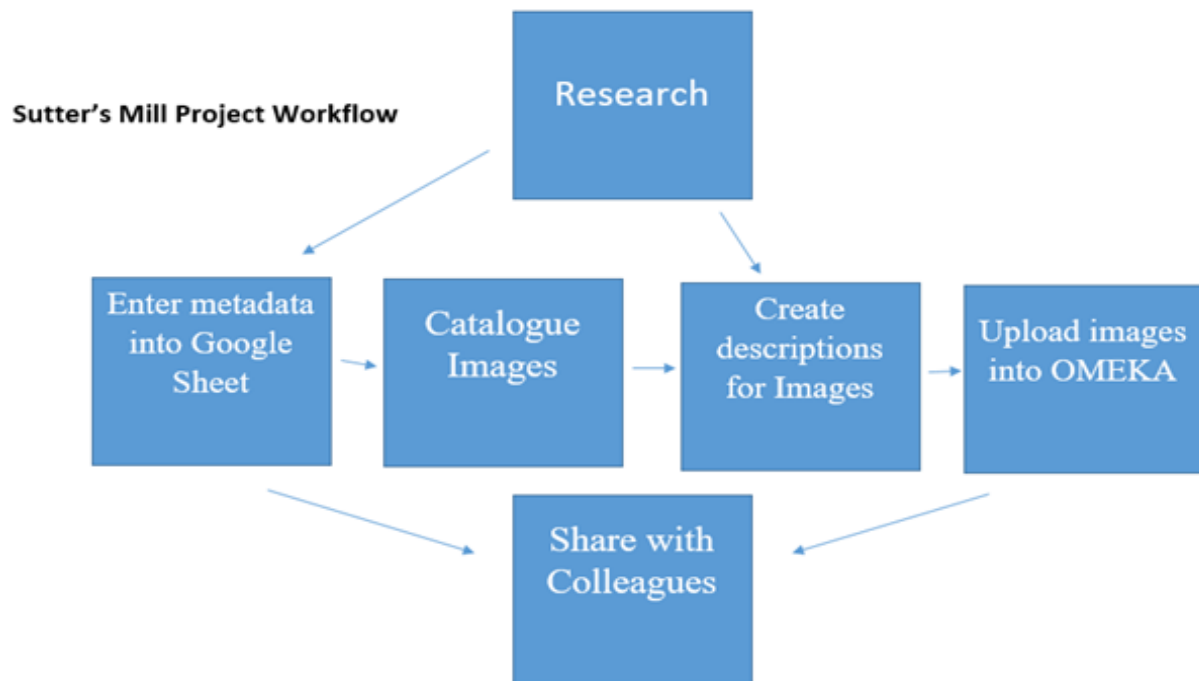
<https://library.ca.gov/>

We began managing our content using a shared Google Sheet to enter our metadata and include links to each object. Once all the objects have been cataloged and described we will export the CSV file and import it into Omeka to reduce workload. We did a trial during one of our group meetings and it flowed seamlessly into the program. The metadata specialist downloaded each object from their respective sites and imported them as files into Omeka once the CSV import was completed. Once that was completed each item had the visual file to match the metadata.

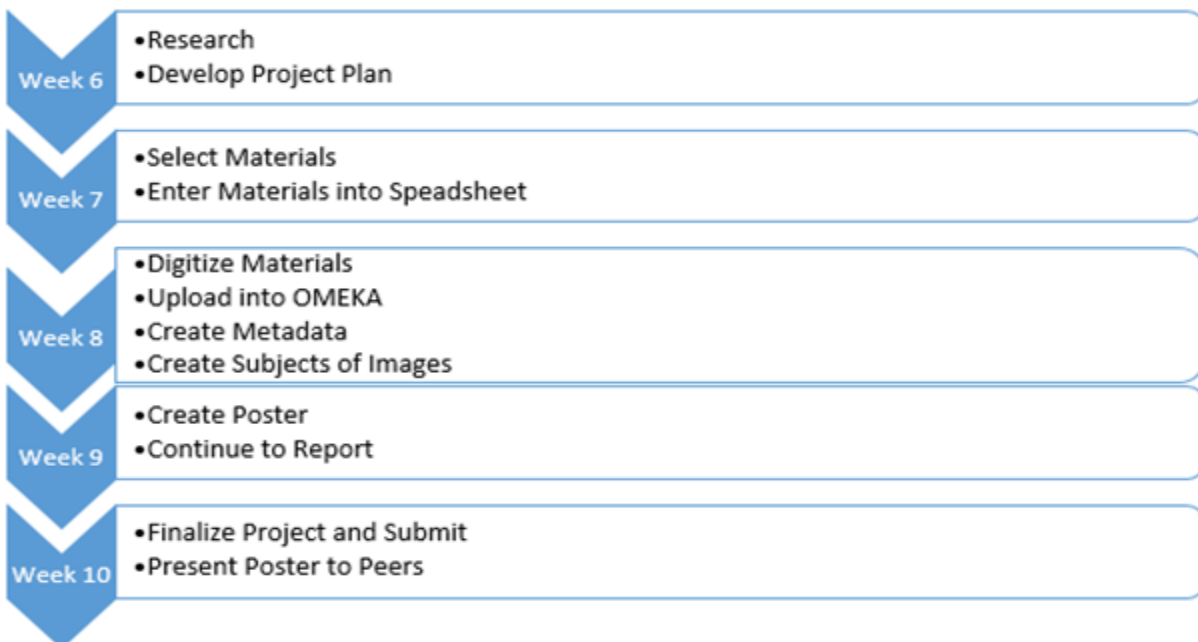
One of the challenges that was faced is that our first site on Omeka was created not under the University of Denver course heading, so the collection had to be re-created in the appropriate location. Some items that were downloaded had to be converted to a JPEG to be uploaded to Omeka. Lastly, several items included several scans or objects, so they were converted to PDF so they could be united as a single file and uploaded into Omeka.

#### *Project Workflow*

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## Project Timeline



**Sutter's Mill Project Timeline**

## The Digital Collection

The digital collection can be seen here on [OMEKA](#) using Dublin Core.



## Discussion and Conclusion

The main form of communication being used, outside of class time, is Google Docs. We can work independently and have our information shared and available to our fellow group members in real-time. We have also used email to communicate when we have questions or concerns, components of the project were completed and ready to be turned in.

Pros to this project were Jordan learned how to use Omeka and upload a CSV with a plug-in. She also got better at finding primary source objects. Roberto learned how to use Canva Pro, it was very user friendly, free to use, and adding images was easy. Luis learned that the geotagging in Omeka was cool and easy to use. Overall, the group did good at communicating and staying on the timeline given in the course syllabus.



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A few challenges occurred during this project such as finding copyright information for items was difficult and was left blank in a few instances. Lindsey could not access Omeka, invalid code, and was not able to access Omeka successfully until a direct link was given to her by her fellow group members.

In conclusion, the freedom that was offered to select our own topic made it easy for all group members to get involved, and you can see our individuality in the items selected for this project. Also, everyone was able to play to their strengths and/or further explore something they wanted to learn more about, like how to use Omeka. Digital collections are wide and varied in their topics, which is great. Different sites offer various ways to search, which is helpful when you need materials that are out of the copyright permissions so they can be used. Collaborative projects and project management can be done with an established timeline and by using various modes of communication and sites like Google docs that does everything in real time, so every group member has access to the most current information.

## Appendix A



# Sutter's Mill Collection 1848-1855

<https://dulisfall2022a.omeka.net/collections/show/2>

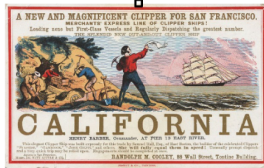


### INTRODUCTION

The theme of the collection is Sutter's Mill, the site of where the first gold was found and started The Gold Rush in California in 1848. This is a significant period of time in American, world, and California history. Our group selected this topic because there is a lot of media and historical documentation associated with it. Additionally, it is a fourth grade social studies standard and many teachers and students look for information on this topic in the libraries.

### SCOPE

Our collection is composed of 16 objects from public archives and academic institutions of California that highlight Sutter's Mill between 1848-1855.



### THE SELECTION PROCESS AND SELECTION CRITERIA

Our group members had the opportunity to select 5 items relating to the scope of our California Gold Rush timeline of 1848-1855. We each had the opportunity to select materials of varying manifestations that we expressed personal interest in, whether they were personal narratives, watercolor paintings, daguerreotypes relating to the California Gold Rush and Sutter's Mill. The broad range of our collection and the manifestations selected provide a wide range of emotions and lenses through which the community at the time experienced this historical event.

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### WORKFLOW



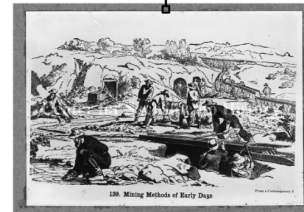
### PERSONAS



User 1: (Kim) is in an advanced placement history class in her senior year of high school, she is eighteen years old and a digital native. Kim is doing a history project on the California Gold Rush and needs images of Sutter's Mill during this time period.



User 2: (Ed) is a recently retired school teacher, he is fifty-seven, and he has moderate computer literacy skills. Ed is becoming involved in a local historical society in Coloma, CA.



### ROLES

1. Project Coordinator - Lindsey Linfante
2. Collection Development Specialist - Luis Santos
3. Metadata Creator/Omeka Manager - Jordan Chaffee
4. Note Taker/Poster Designer - Roberto Rivera