FROM INK WELL TO DIGITAL

Dr. Eugene RH Tesdahl

Innovative Technology in the History Classroom
From Ink Well to Digital: Innovative Technology in the History Classroom

I. Technology and History: Panacea or Pain?

II. Digital History

III. Innovative Activities

   I. Segesser Hides – New Mexico Museum
   II. Early American Women Through Art – The Curious Case of Mrs. Ezekiel Goldthwait
   III. The American Revolution at the Art Institute of Chicago

IV. Conclusion: Use Technology; Don’t get used.
Technology Solves all
What is digital history?

- On-line Archives
  - National Library and Archives of Canada
  - American Memory Project – Library of Congress
- Virtual Museums
- Interactive Maps and Art

- What are its strengths?
- Limitations?
- How should we approach it for the history classroom?
Innovative Activities

- Segesser Hides
- The Curious Case of Mrs. Ezekiel Goldthwait
- The American Revolution at the Art Institute of Chicago
Segesser Hides 1720
Who do you see? In what ways are groups distinguished?
What are they wearing?
What are they doing?
What is depicted in this battle?
What is in the center of the battle?
How do Hides I and II differ?
What do these hides tell that written accounts do not?
Why does it matter that these hides were taken out of a Swiss attic and sold to the New Mexico Historical Society in 1988 after being there since 1758?
The Curious Case of Mrs. Ezekiel Goldthwait

Analyze her carefully. What does she reveal?

Pair this painting with other on-line sources and the letters of Abigail Adams or the writings of Judith Sargent Murray.
Exchequer Goldthwait, Esq. to Sir S. Serg. Grey D

1771

To his Lady's portrait, half length, £19 12 0
To his own... £19 12 0
To two carved Gold Frames, &c. £10 0 0
To a Black Frame for Mrs. Cumming... £1 8 0

50 12 0

Boston July 1771. Are the Contents above for my father
Mr. John king Spyley. Henry Delamere, Money.
The American Revolution at the Art Institute of Chicago

www.artic.edu/aic/collections/artwork/category/374
What does further context reveal?
Conclusion

How can we use technology in the history classroom without being used by it?