SHARING HISTORY WITH CLIO

A GUIDE FOR HISTORICAL AND CULTURAL INSTITUTIONS

FOUNDER'S WELCOME

Welcome to Clio!

Thank you for using Clio at your institution! We hope that this platform will inspire you and your colleagues 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

CLIO: A DIGITAL MUSEUM

WHAT CAN I DO WITH CLIO AT MY ORGANZIATION?

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

Integrate Clio entries and tours within existing interpretation such as exhibits, programs, and tours.

Connect the public to the history that surrounds them through primary sources and the work of historians.

Strengthen connections with communities by working collaboratively to document and share local history.

Clio's institutional accounts make it easy for staff and volunteers to develop entries that incorporate text, images, media, and links to related primary and secondary sources.

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.
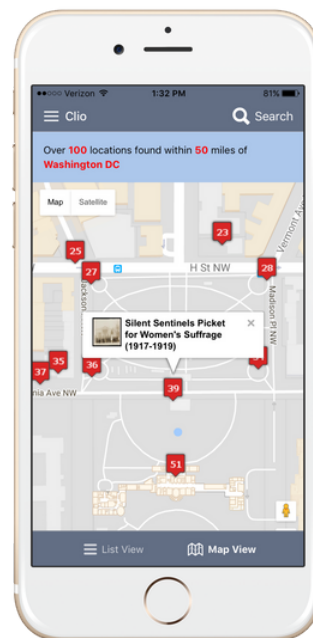
A process of connection and discovery

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 occured right where you are standing.

With Clio, you can add another layer of interpretation that will complement and support your other programs, tours, exhibits, and/or digital history projects, including websites and apps. By writing and editing Clio entries and creating Clio tours, you publish humanities scholarship that will instantly reach a broad audience and drive visitors to your site.

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 enjoy using Clio as a way to help potential visitors discover your site or 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.

ANATOMY OF A CLIO ENTRY

Links

Location

Images

CLIO

Overview

Sources

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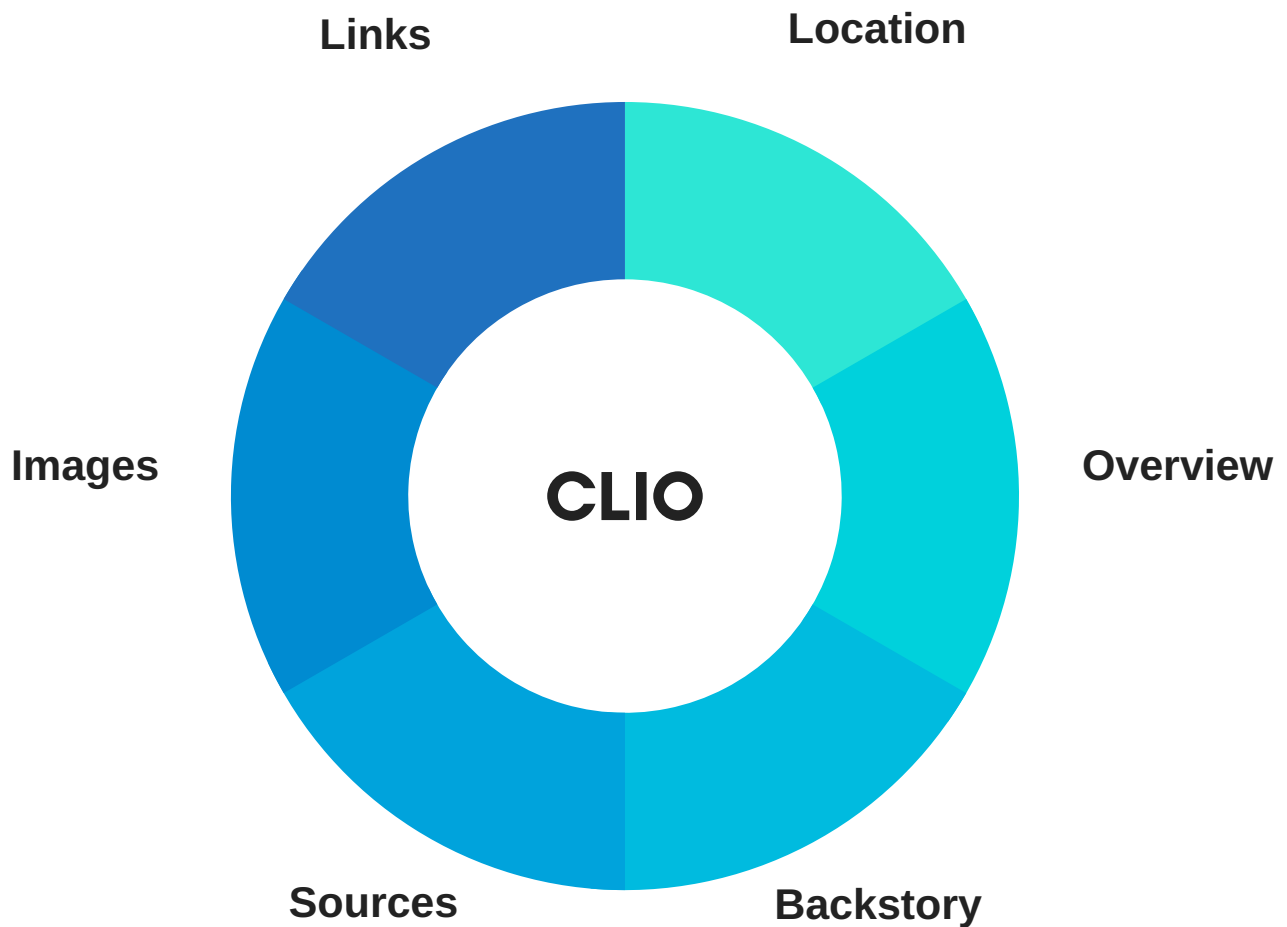
Location
The entry marks a historically or culturally significant place or past event. This is added to Clio by entering an address or moving the pin in Google Maps.

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.

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.
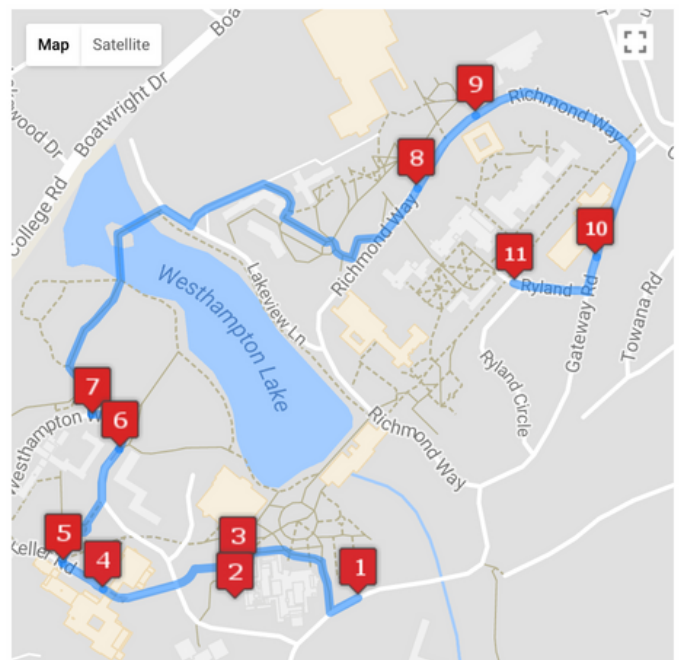
CLIO TOURS

CLIO TOURS

Your institution 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.

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.
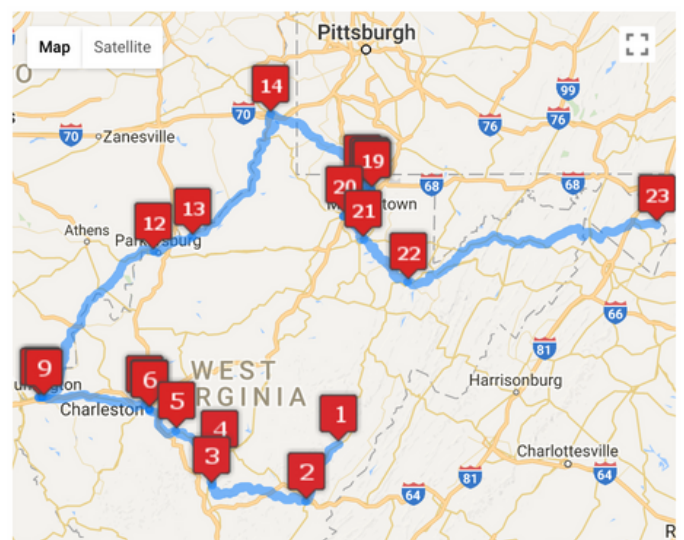
Larger heritage trails like this one focused on Women's History in West Virginia can connect historic sites that are geographically far apart but closely related in topic or theme. This tour was integrated with an art exhibit of modern West Virginia women artists.
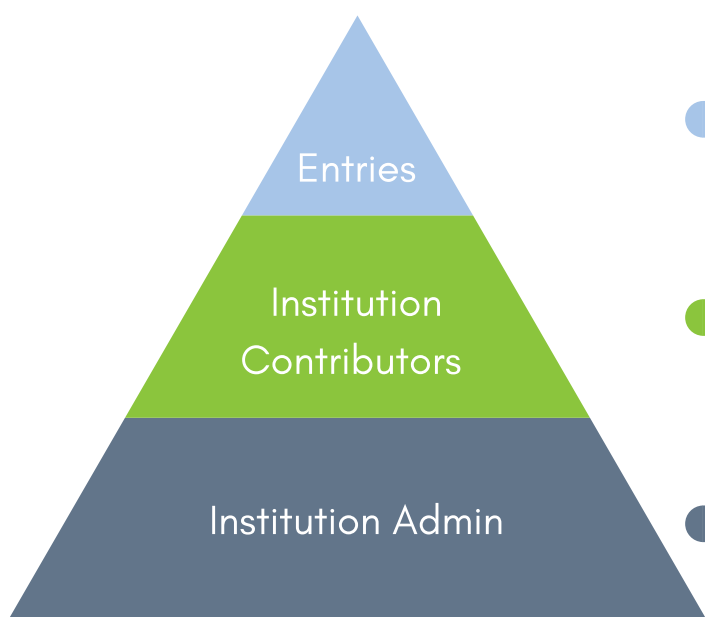
INSTITUTION ACCOUNTS

Clio's Institution accounts make it easy for staff, volunteers, and other contributors to collaborate on creating entries and tours.

WHAT CAN I DO WITH AN INSTITUTION ACCOUNT?

- **Set up an account for your organization** so that your organization is credited as the creator or editor of each entry and tour.
- **Have a unique password** for one person as the account Administrator and one group password for other participants to share.

- **Oversee, evaluate, and provide feedback** to contributors as they draft their entries.
- **Edit, approve, or delete** entries at your discretion.

Entries

Institution Contributors

Institution Admin

Entries created or edited by individual Contributors in Clio appear in the Institution account. The account Admin reviews draft entries and approves final versions of entries.

The Admin assigns a group password for everyone who will be contributing entries to Clio – this can be staff, volunteers, or other trusted members of your organization. This allows the Admin to see all the entries created or edited.

When someone signs up for an Institution account, they will create private login and act as the account Admin. This can be anyone in your organization who is trusted to review the content and quality of entries for publication.

The following pages will walk you through...

- creating your Institution account
- logging in as an Admin or Contributor
- reviewing and approving entries

- creating Clio entries
- creating Clio tours
- developing projects

Creating your Institution
Account and Login

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

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

For "Account Type," click on the green "Institution Admin" button and enter the name of your museum, historic site, historical society, library, archive, or other organization. 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 an Admin Logs into
your Institution Account

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

Creating a Group Login for
your Institution

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 "Institution Administration" from the scroll-down menu.

Step 3: Enter the name of your Institution and select a common password to provide to your colleagues. Click the green button to create this password.
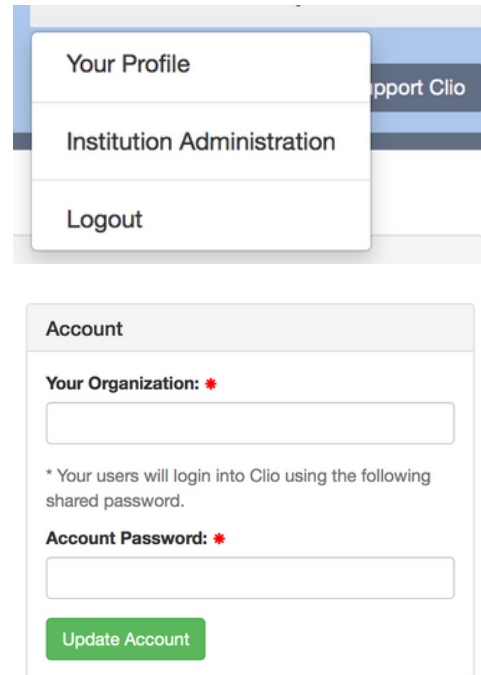
You should see a small notice that verifies the creation of the account. You can change the name of the classroom and password by clicking on the Classroom Name, entering the new name/password, and clicking on the green "update classroom" button.

Your organization will now appear on list of organizations when Contributors log in by clicking the blue button on the login page (see more directions on the next page). Any Contributor with the password you established can create entries that will be placed in draft mode pending your approval.

This is what your Institution Administration page looks like

Logging in to Clio:
A Review

FOR INSTITUTION ADMINS

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

Login

Email Address

Password

Forgot Password?

✔ Login

FOR CONTRIBUTORS

Step 1: Students will go to www.theclio.com and click on the blue "Historical Societies, Museums, and Libraries" button. An Institution Login page will appear.

🏛 **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.

Institution Login ❯

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

Institution Login

Organization

Institution Password

✔ Login

FOR INSTRUCTORS

Login

Email Address

Password

Forgot Password?

✔ Login

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.

* First Name

FOR CONTRIBUTORS

🎓 **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.

Classroom Login ❯

🏛 **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.

Institution Login ❯

Reviewing and Approving Contributor Entries

Your contributors' entries will appear on your "Institution 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 either the "In Progress" or "Submitted" button to get started with reviewing entries!

Here we have a Contributor 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, fellow Contributors and the Admin can review the entry and provide constructive feedback for her to incorporate.

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

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 Contributor directly and have them resubmit the entry.** Provide guidance on how the Contributor can improve the entry. However, please avoid substantially revising others' entries to save you time.

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

Creating Clio entries

FOR CONTRIBUTORS

Once logged in, contributors can begin the process of creating/improving entries. Click on the green "Submit Location" to create an entry. Each contributor adds their name to whatever entry they work on, which will show when published next to the institution's name.

FOR ADMINS

Admins review contributors' entries in draft mode and provide feedback to students in their individual entries. Admins can also create entries just like their colleagues 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

Clio Entry Checklist

- This checklist will help you ensure your entry is ready to share with the world! Use it to review the location, writing, images, sources, links, and overall quality of your work.

LOCATION

1. Each of my Clio entries is pinned to the map at the precise location of the historic or cultural site or significant past event. I checked to make sure that there was not already another entry related to my topic at this location. I double-checked and fine-tuned the exact location by moving the yellow pin in Google Maps. I adjusted Google StreetView so that the reader will see the historical resource my Clio entry's Google StreetView. If there is not a Google StreetView image for my location, I unchecked the box under Google StreetView so that the reader will not see a black box when they read my entry. For a walk-through on how to do this, see the first video tutorial here: https://www.youtube.com/watch?v=pyOEHxMF3TQ&t=2s

INTEGRITY

2. My Clio entry is my own original, objective work. Statements are factual and supported by my sources. I did not use the first or second person (I, myself, you, yourself, etc) and avoided editorializing. For example, rather than stating "Muhammad Ali is the greatest boxer of all time" I used a statement such as, "In 2003, members of the American Boxing Association rated Ali as the greatest boxer of the 20th century." I avoided loaded terms like "hero" or "evil" unless clearly attributing these terms to a source.

OVERVIEW

3. The Overview of my Clio entry is a full paragraph that offers an objective, descriptive, and compelling overview that helps the reader understand the history and significance of my topic. I provide essential names, dates, places, and events that help the reader understand the location's history and significance. I did not start with a sentence that mirrored the title of my entry and its address (this is redundant). For a walk-through on how to write the Overview in Clio, see this video: https://www.youtube.com/watch?v=lcYz_EkHw0o

BACKSTORY

4. The Backstory section of my entry is four to six full paragraphs. This section offers readers a historically accurate and detailed narrative on my topic. It places the location in broader historical context, incorporating the social, cultural, economic, and/or political conditions surrounding a time and place. 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"?   For a walk-through on how to write the Backstory in Clio, see this video: https://www.youtube.com/watch?v=lcYz_EkHw0o

IMAGES

5. I included images such as photographs, drawings, maps, gifs to help tell the story of my entry. Each image includes a caption that either explain the image or reinforces / expands upon the narrative. For example, rather than simply labeling an image of the front of a museum with "The front of the museum" I offered something that offers value such as "The Johnson County History Museum moved to this modern building in 1976." Rather than just identifying a person in an image, I included a piece of information that did not fit in the entry or I simply reiterated a key point from the entry. For example, rather than just labelling an image "Mary Johnson" I offered a caption like this: "Mary Johnson lived at this Georgia home from 1845 to 1865 and is best known for her Union sentiment." For more on adding images, captions, and links, see this video: https://www.youtube.com/watch?v=p23yVt1Pcel

SOURCES

6. I cite at least three credible and informative sources. I cite these sources using the Citation Helper or using the Chicago Manual of Style. For a walk-through on how to cite sources in Clio this, see the video tutorial here: https://www.youtube.com/watch?v=eonl8E_59-k

LINKS

7. I included at least two links to related books, articles, and credible websites. I also checked to see if there were any audio or video sources I could link such as an oral history recording or a video from a scholar, library, historical society, university, museum, or other credible organization. For more information on how to add links to books, articles, websites, and how to add audio or videos to an entry, see this video: https://www.youtube.com/watch?v=p23yVt1Pcel

WRITING QUALITY

8. Writing throughout the Clio entry is professional. The Overview, Backstory, and Image Captions consist of full sentences / paragraphs supported by credible and properly cited sources. The writing is structured in a coherent manner that demonstrates planning and organization. Word choice, grammar, and syntax are used correctly. I have taken time to use grammar checkers like Grammarly.

PEER REVIEW

9. I worked with at least one person I trust to see their feedback and address any content questions and/or grammatical issues they identified.

If you answered "yes" to all, you are ready to publish!

Creating Clio Tours

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

Preview map

Remove an entry

Reorder entries by clicking arrows or dragging and dropping each entry

Add a new entry to your tour

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!
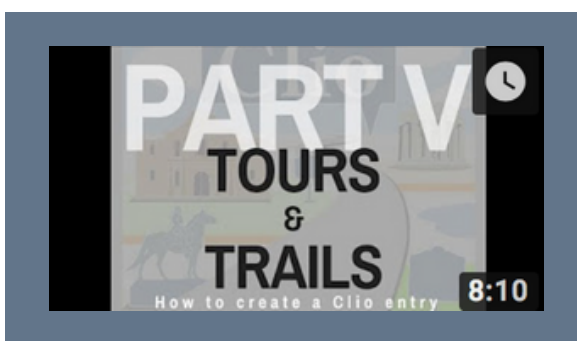
DEVELOPING PROJECTS

CREATE A NEW ENTRY

- Develop an entry for a historic place or event that is not already in Clio. Consider places that reflect your mission and are within your scope of interpretation.
- Your institution will be credited in Clio as the author of this entry.

EDIT AND EXPAND AN EXISTING ENTRY

- Find an entry that needs improvement, such a stronger narrative and more images, sources, and links. You are welcome to make changes to existing content for the betterment of the entry and its readers.
- Your institution will be credited as the editor of this entry.

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.
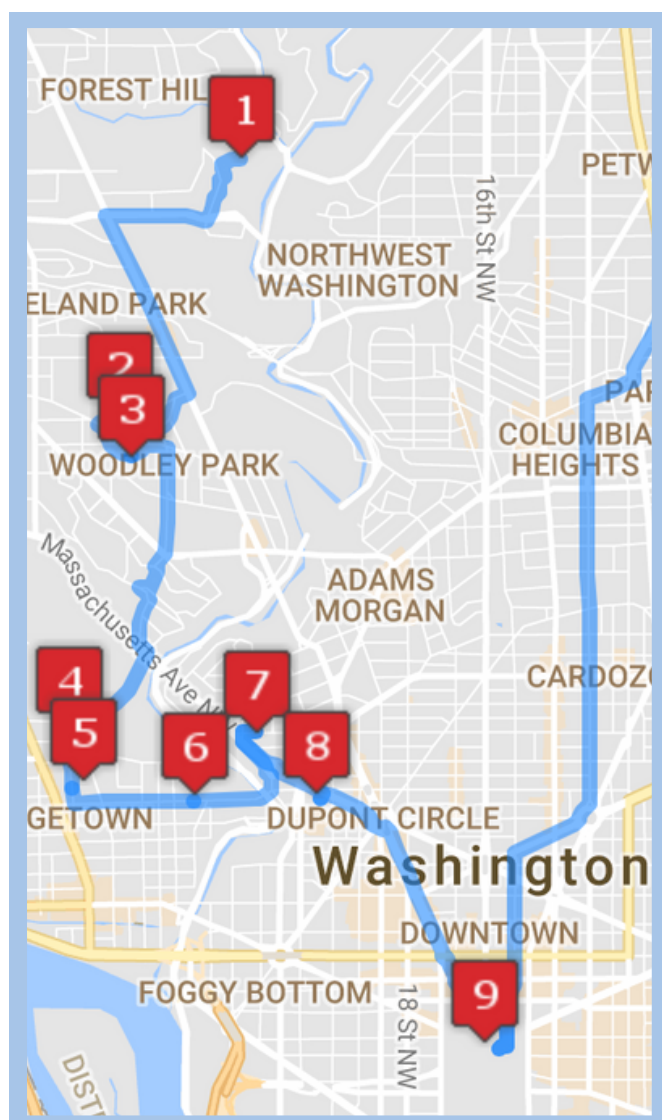
SUGGESTIONS FOR DEVELOPING PROJECTS

Clio is a free resource for you to share local history and further your mission. Visit our website to download handouts and marketing materials.

- **Connect** tours and entries to other topics you interpret. For example, if your museum emphasizes one period of history, create or edit entries related to this history so those using the app can learn more. This can also help you better incorporate historic places that may not be accessible to visitors at your museum.
- **Integrate** tours and entries with other interpretive materials such as exhibits, traditional tours, and programs. For example, an exhibit about a historic neighborhood can have a panel encouraging visitors to take a Clio walking tour of the neighborhood's historic sites. The Clio tour and physical exhibit work together to tell a rich story.
- **Collaborate** with community partners and projects. For example, partner with a local school or university to develop Clio entries or utilize resources from other archives.
- **Apply for grants** to support your institution creating Clio tours and entries. Use funds to hire an intern or scholar to research and write, digitize a collection from your archive that can be shared on Clio, build an exhibit that has a digital history component, or create marketing materials to share your tour with the public.
- **Download** our free handouts and marketing materials from Clio's website.

We love to hear from institutions! Reach out to us if you have questions, ideas, or simply want to share what you have done with Clio.
clio@theclio.com | www.theclio.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.