Today you will take advantage of Colby’s Special Collections to explore and explain life at the college in the 1890s. You will work in small groups. The class will culminate with a series of three-minute presentations. Time is short, so work quickly, following the instructions below.

(1) **Survey your materials.** As you check them out, consider the sorts of questions we have been asking of sources throughout the semester. These include
   a. Who is the author? What is their point of view? What assumptions do they seem to have about gender, race, class, etc.?
   b. What does the source tell us about the period, in very basic terms?
   c. What does a reader need to know about the 1890s in order to understand the source?

(2) **Select a text.** It can be a particular source or a group of two or three sources organized around a particular theme. Dig deeply into your source, doing a close textual analysis. Start with the questions above, but really expand and refine the answers.

(3) **Construct a context.** Locate the source/sources in a specified context. Connect it to ideas, events, and/or practices we have examined in the course. Name the context you are using. For example, you could locate your source in the context of racial ideology. You might explain how the source reflects and perhaps diverges from how middle-class white men represented themselves at the Chicago World’s Fair and were represented by Wells’s anti-lynching campaign.

(4) **Outline a brief presentation.** In a short two-to-three minute presentation, your group will introduce the text and context to the rest of the class. Write down your argument and revise it. Start with a tight, punchy claim and then support it.