Library of Congress Webquest



Grand Valley State University Susan Laninga Summer 2012

As a result of participating in this Web quest, pre-service teachers/college students will have a working knowledge of the Library Of Congress web site. They will be able to navigate the site and access the materials and resources that will support teaching of the Michigan Grade Level Content Standards for Social Studies and the Common Core State Standards for English Language Arts. The intent is that students will use these primary sources to create engaging and content-rich lessons and units for their future students.

> Overview/ Materials/Historical Background/LOC Resources/Standards/ <u>Procedures/Evaluation/Rubric/Handouts/Extension</u>

Overview	Back to Navigation Bar		
Objectives	Students will		
	• Investigate the Library of Congress web site,		
	completing the web quest provided.		
	• Explore the various collections and genres		
	represented by the resources of the LOC.		
	• Develop an activity that uses a site on the LOC		
	site and aligns with the Michigan GLCEs.		
Recommended time frame	1 – 2 hours		
Grade level	Elementary Pre-service teachers – University level		
Curriculum fit	K – 8 Social Studies, GLCEs;		
	English Language Arts, CCSS;		
	Technology standards for Michigan Education		
Materials	www.loc.gov		
	Computer		
	Internet connection		
	Michigan Grade Level Content Expectations (GLCEs), grades K-8		
	Common Core State Standards		
Procedures	Back to Navigation Bar		
1. ALL SST309 students will	Preparation activity: everyone will do this one.		
do this Preparation activity –	Go to http://educationextras.com/		
See page 9 for the electronic	On the right side of this site is a link to many Library of		
answer template. Turn in	Congress lesson plans created by teachers, and using the		
hardcopy of that page.	primary sources available at LOC. Click on that link		
2. Choose 5 of the 10	and explore the lesson plans you find there. Tell a title		



 activities to complete. 3. Do one of the two Evaluation activities. 4. Do the two reflection questions. 5. You may choose to do the Extension later if it fits your unit. 	of one that looks interesting from each: Early Elementary, Michigan, 5 th grade, and from the Intermediate tab (4 titles). You may include one of these lessons as a part of your unit <i>if it fits your</i> <i>expectations</i> .
Read paragraph to the right:	Go to <u>www.loc.gov</u> . This is the home page for the Library of Congress. This web quest will take you on a journey through the site and you will investigate many primary resources that you can use to make your lessons more interesting and engaging for your future students! <u>You will come back to this page to begin each Activity</u> <u>described below.</u> (Activities one and two are related to: GLCE 5- U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga and Battle of Yorktown in the American Revolution.)
	 Activity One: In the center of the page under Collection Highlights are squares that take you into the collections. Click on American Memory. In the Search box at the top, type in Valley Forge. The first entry is "At Valley Forge." Click on that and View the text, then Listen to the original speech (about 3 minutes). Write one sentence telling the gist of the speech and why it would be effective for 8th graders to both listen to and read the words of this speech.
	 Activity Two: After reading and listening to the speech in Activity One, you will explore another way to get into the Library of Congress to find specific information on Valley Forge. Go to Google and type in 'Google Advanced Search.' Type in Valley Forge under "Find pages with these words:" then scroll down to "Then narrow your results by" and type in loc.gov in the 'site' box. Find "Valley Forge 1777. Gen. Washington and Lafayette visiting the" <u>After looking at this lithograph</u>, <i>describe in a sentence the importance of Valley Forge</i>. Find a way to answer that question for either of the other two places/events: Battle of Yorktown or Battle of



Saratoga. You may go into the site either or both of the two ways in these first two activities.
 <u>Activity Three:</u> (related to 5-U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.) From the home page of the LOC, <u>www.loc.gov</u>, click on the square called Prints and Photographs. Type in Colonial life in the search box. See #2, "Photocopies of original historical printscolonial life." Click on the Group of images. Based on these pictures, what do you see and what could you say about life in colonial America in three sentences?
 Activity Four: (related to 4-G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors [why they left, why they came] that influenced the migration. AND 4-H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground RR in MI and in the Great Lakes region.) To the right of the squares, there is a section called "Especially for" Click on Kids and Families, then the circle labeled Local Legacies. On the US map, click on the state of Michigan. On the list, click on Underground RR Activity in SW Michigan. Read the paragraph. On a map of Michigan, locate and label the MI locations (Detroit, North Berrien, Vandalia, Cass County) mentioned in the paragraph.
 Activity Five: (This activity addresses the idea of chronology and that events have happened in the past. It could be used for building this concept with K-2 students, supporting the H2.0.1 GLCEs.) Scroll to the bottom of the Home page and find the Explore and Discover section. Click on Today in History, read about this day in history, then click on the word Archives. Type in your birthdate (month and date) under number 2. What 3 important things happened on your special day? What are the primary sources the museum has for each? If there are less than 3 events on your birthday, choose events from the day before or after.
Activity Six: (This one relates to GLCEs in both 5 th and



 8th grades [U3.3], the forming of ideas and writing of the US Constitution.) To the right of the squares, there is a section called "Especially for" Click on Teachers, then Classroom Materials, Primary Source sets. Take a look at the set on the Constitution. List 3 documents that you could use in this set.
 <u>Activity Seven</u>: This one relates to 5th and 8th grades, supporting those concepts of African-American History: 5-U2.2.1,2,and3 – the Triangle Trade, 5-U1.4.4 - the Columbian Exchange, 5 – U1.4.4 - the Convergence of European, American Indian, and Africans in North America, and 8 – U4.3.2 – the Abolitionist movement.) From the <u>www.loc.gov</u> home page, scroll to the bottom and find Read.gov. Click on that box. On the left side, click on Booklists. Under the topic of African-American History, how many books for teens might you discover? What are the topics/categories under which they are arranged?
 Activity Eight: Connected to K – C2.0.1 Identify our country's flag as an important symbol of the United States, and 1 – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle). Go to Google and type in 'Google Advanced Search.' Type in (separately) each of the symbols of the United States: 'Flag,' 'Statue of Liberty,' 'Uncle Sam,' 'White House,' 'Bald Eagle' under "Find pages with these words:" then scroll down to "Then narrow your results by" and type in 'loc.gov' in the 'site' box. Choose one image for each symbol and copy and paste that image onto a table. Include the citation for each one. (See the table handout.)
 <u>Activity Nine:</u> This activity is related to U5 – 3.1.2 the causes and effects of the Stamp Act, Boston Tea Party, the Intolerable Act, and Boston Massacre. Go to the National Archives site: <u>http://www.archives.gov/education/lessons/work</u><u>sheets/</u> and download the Poster Analysis



	Worksheet. Then go to loc.gov and click on		
	Photos and Prints. Type "Stamp Act" in the		
	Search feature and take a close look at numbers		
	4,6,8, and 10. Choose one to analyze. Include		
	this analysis in your packet to turn in.		
	<u>unis unarysis in your pucket to turn in.</u>		
Evaluation – choose	one of the following: <u>Back to Navigation Bar</u>		
	A. Students in SST309 will create an Activity similar to		
	the ones above that will help others investigate other		
	parts of the LOC web site or other resources not		
	investigated here. They will link the Activity to one or		
	more Grade Level Content Expectations.		
	OR		
	<u>B.</u> Students in SST309 will go to the National Archives link:		
	http://www.archives.gov/education/lessons/worksheets/		
	and then use one of the analysis sheets to analyze a		
	resource from the Library of Congress. They will have		
	to show which Social Studies Grade Level Content		
	Expectations that resource would support.		
Extension (choice for	r your Unit) <u>Back to Navigation Bar</u>		
	Students in SST309 will include primary source		
	materials and resources from the Library of Congress in		
	their final project for the course and/or use the materials		
	in their Weebly (Electronic Portfolios) and/or their		
	Integrated Literacy Assignment (ILA) IF their unit plan		
	aligns to the materials contained here.		
	anglis to the materials contailled here.		



Answer Sheet for SST309 Students (Handouts)

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Answer Sheet for LOC Activities

Activity Number – (Do the Preparation activity, then choose 5 of the numbered activities. Do the Evaluation and the Reflection.)	Insert work electronically on this side:
Preparation – Education Extras – (all	Early Elementary –
<u>SST309 students will complete this one)</u>	
(4 titles – see right)	Michigan –
	5 th grade –
	Intermediate –
Activity One	
Activity Two	
Activity Three	
Activity Four	
Activity Five	
Activity Six	
Activity Seven	
Activity Eight: Titles of the work on the	
left side, pictures on the right.	
Flag of U.S.:	
Statue of Liberty:	
Bald Eagle:	
Uncle Sam:	
White House:	
Activity Nine:	
Evaluation Choice: A or B	

Reflection -

1. What is the most valuable take-away you have gained by learning about the resources at the Library of Congress?

2. What is the value of studying history using primary source documents?



Rubrics

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Each Activity in this web quest is accomplished as the student moves through it. At the end, there will be a written reflection on what the students have learned about the Library of Congress, the value of using primary sources to teach history, and one Activity they create to support one of the GLCEs.

Instructions: Students in SST309 will create an Activity similar to the ones in the Webquest that will help others investigate other parts of the LOC web site or other resources or content not investigated already. They will align the Activity to one or more Grade Level Content Expectations.

Elements	Proficient (4 points)	Adequate (2 points)	Unsatisfactory (0 points)
Activity navigability	Activity easily takes the participant to a resource in the Library of Congress site.	N/A	Activity does not lead participant to a LOC resource.
Novelty of LOC location, grade level content area, or resource type GLCE alignment	Activity uses a LOC location, grade level content area, and resource type not used in the original 10 activities. Activity is directly aligned to a Grade Level Content Expectation (although it may not support the whole GLCE)	Activity uses a LOC location, grade level content area, or resource type not used in the original 10 activities. Activity is related to a Grade Level Content Expectation	LOC location, grade level content area, or resource type not used in the original 10 activities. Activity is not aligned to a Grade Level Content Expectation
Citation	Location of LOC resource is correctly cited	N/A	Location of LOC resource is incorrectly cited



Students in SST309 will go to the National Archives link:

http://www.archives.gov/education/lessons/worksheets/

and, using one of the analysis sheets, discover and analyze a resource from the Library of Congress. They will have to show which Social Studies Grade Level Content Expectations that resource would support.

Elements	Proficient (4 points)	Adequate (2 points)	Unsatisfactory (0 points)
Analysis sheet	Analysis sheet is correctly completed, using a resource from the LOC	N/A	Analysis sheet is incorrectly completed, using a resource from the LOC
Citation	Location of LOC resource is correctly cited	N/A	Location of LOC resource is incorrectly cited
GLCE alignment	Activity is directly aligned to a Grade Level Content Expectation (although it may not support the whole GLCE)	Activity is related to a Grade Level Content Expectation	Activity is not aligned to a Grade Level Content Expectation

The following section of the Unit plan Rubric for the course as a whole (GVSU- SST309) will evaluate the LOC portion of the final Unit Plan project (*if the student chooses to include it and it fits the unit they are producing*).

Elements	Distinguished $(12 - 13)$	Proficient $(10 - 11)$	Progressing (8 – 9	Unsatisfactory $(0-7)$
(100 points	points)	points)	points)	points)
total possible				
for Unit plan)				
(#5) -	Materials and	Materials and	Materials and	Materials and
Materials and	resources, including a	resources, including	resources, including	resources, including
resources	variety of print and	a variety of print and	print and electronic	print and electronic
13 points	electronic technology	electronic	technology and	technology and
possible	and integrated literacy	technology and	integrated literacy	integrated literacy
	components, trade	integrated literacy	components, trade	components, trade
	books, web sites,	components, trade	books, web sites,	books, web sites,
	realia, simulations,	books, web sites,	realia, simulations,	realia, simulations,
	and any worksheets	realia, simulations,	and any worksheets	and any worksheets
	needed to teach each	and any worksheets	needed to teach <i>each</i>	needed to teach <i>each</i>
	<u>lesson</u> in the unit are	needed to teach <i>each</i>	lesson in the unit are	<u>lesson</u> in the unit are
	fully developed and	lesson in the unit are	lacking variety in	missing or not
	represented in the	represented in the	their depth and	supportive of the
	final project.	final project.	number.	unit content.



Primary Resources from the Library of Congress Back to Navigation Bar

The following images are samples of the ones that support each of the Activities in this web quest.

Image	Description	Citation	Permanent URL
Inlage	This is an	Reproduction of sound	http://memory.loc.gov/c
and and	audio	disc: analog, 78 rpm;	<u>gi-</u>
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	memorial to	Industry Association	
	the soldiers	of America.	
	who suffered at		
	Valley Forge.		
	This is a	LC-USZ62-819 (b&w	Haas, P. Valley Forge,
P	picture of	film copy neg.)	1777. Gen. Washington
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			D.C. Web. 22 June 2012.
			http://www.loc.gov/pict ures/item/2006691573/
			<u>utes/ item/ 2000091373/</u>
	Photo of print	LC-USZ61-193 (b&w	Photocopies of original
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			to colonial life. Library
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			Photographs Division
			Washington, D.C.
			20540 USA. Web. 22
			June 2012.
			http://www.loc.gov/pict
			ures/item/2002725269/
			1



This is a photo of the Carriage House in Vandalia, Michigan, that served as a haven for runaway slaves. <i>Photo:</i> <i>Bill Dozier</i>	Photograph taken from <i>The Local Legacies</i> project of the Library of Congress, courtesy of Representative Fred Upton, MI District 6.	Dozier, Bill. <i>The</i> <i>Carriage House in</i> <i>Vandalia, Michigan.</i> 2000. Web. 22 June 2012. <u>http://lcweb2.loc.gov/di</u> <u>glib/legacies/MI/20000</u> <u>3147.html</u>
From History Today, June 25, 2012. This is the anniversary of the event popularly called "Custer's Last Stand," June 25, 1876.	Photograph of Sitting Bull.	Barry, David F. <i>Sitting</i> <i>Bull.</i> 1885. photograph. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C. <u>http://hdl.loc.gov/loc.</u> <u>pnp/cph.3c11147</u>
This is a pdf of the chart Thomas Jefferson used to keep track of the votes to be cast for accepting the U.S. Constitution.	PDF of a Chart found in Primary Source sets on the Constitution in Teacher resources.	Jefferson, Thomas. <i>Chart of State Votes on</i> <i>the United States</i> <i>Constitution</i> . 1788. Art. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C. <u>http://memory.loc.gov/c</u> <u>gi-</u> <u>bin/ampage?collId=mtj</u> <u>1&fileName=mtj1page</u> <u>010.db&recNum=678</u>
This is a logo that accompanies one of the topics included in the African American section of the Teen books	Photo about the Voices from the Days of Slavery project. Former slaves tell their stories, 1932 - 1975.	Dryton, Thomas F. Contraband of War: Slaves of the Rebel General. May, 1862. Art. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA,



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Historical Background

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Michigan's K – 8 Grade Level Content Expectations have been developed using an expanding environments model, meaning that in Kindergarten the content is more ego-centric and each succeeding year the focus moves outward to include others, the community, the wider metropolitan areas, the state, country, and the world:

- K Living and Working Together
- 1 Living and Working Together in Families and Schools
- 2 Living and Working Together in Communities
- 3 History of Michigan (through statehood)
- 4 History of Michigan (Beyond statehood)
- 5 U.S. History Pre-Columbian through development of the Bill of Rights
- 6 Western Hemisphere and World History through Era 4
- 7 Eastern Hemisphere and World History through Era 4
- 8 U.S. History Ideological roots of the Constitution through the Rise of Industry

Within each grade the expectation is that students will use primary sources. This enables them to make inquiries and experience history as historians.

Specific collections and locations of the LOC included in this study are:

Preparation activity – Explore the lesson plans at the Education Extras site.

- Activity 1 Collection highlights: American Memory (audio speech)
- Activity 2 Google Advanced Search (*lithograph*)
- Activity 3 Collection highlights: Prints and Photographs (images)
- Activity 4 Especially for...Kids and Families (Local Legacies project, photo)
- Activity 5 Explore and Discover: Today in History (varied primary sources)
- Activity 6 Especially for Teachers, Classroom Materials (Primary Source set on the Constitution)
- Activity 7 Explore Read.gov (Booklists on African-American History)

Activity 8 – Use Google Advanced Search function to find various symbols of the US. (*will vary - photos, prints, artifacts, etc.*)

Activity 9 – Explore the National Archive Site and the Document Analysis tools, the Photos and Prints section of the American History collection (*photo*)

Evaluation - Create an activity of your own OR complete one of the analysis sheets provided