

# Library of Congress Webquest



Grand Valley State University  
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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.

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<b>Overview</b>		<a href="#">Back to Navigation Bar</a>
Objectives	Students will <ul style="list-style-type: none"> <li>• Investigate the Library of Congress web site, completing the web quest provided.</li> <li>• Explore the various collections and genres represented by the resources of the LOC.</li> <li>• Develop an activity that uses a site on the LOC site and aligns with the Michigan GLCEs.</li> </ul>	
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	<a href="http://www.loc.gov">www.loc.gov</a> Computer Internet connection Michigan Grade Level Content Expectations (GLCEs), grades K-8 Common Core State Standards	
<b>Procedures</b>		<a href="#">Back to Navigation Bar</a>
1. ALL SST309 students will do this Preparation activity – See page 9 for the electronic answer template. Turn in hardcopy of that page. 2. Choose 5 of the 10	<b>Preparation activity:</b> everyone will do this one. Go to <a href="http://educationextras.com/">http://educationextras.com/</a> On the right side of this site is a link to many Library of Congress lesson plans created by teachers, and using the primary sources available at LOC. Click on that link and explore the lesson plans you find there. Tell a title	

<p>activities to complete.</p> <p>3. Do one of the two Evaluation activities.</p> <p>4. Do the two reflection questions.</p> <p>5. You may choose to do the Extension later if it fits your unit.</p>	<p>of one that looks interesting from each: Early Elementary, Michigan, 5<sup>th</sup> 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 expectations</i>.</p>
<p>Read paragraph to the right:</p>	<p>Go to <a href="http://www.loc.gov">www.loc.gov</a>. 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! <b><i>You will come back to this page to begin each Activity described below.</i></b></p> <p>(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.)</p> <p><b><u>Activity One:</u></b></p> <ul style="list-style-type: none"> <li>• 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 8<sup>th</sup> graders to both listen to and read the words of this speech.</li> </ul> <p><b><u>Activity Two:</u></b></p> <ul style="list-style-type: none"> <li>• 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>, describe in a sentence the importance of Valley Forge. Find a way to answer that question for either of the other two places/events: Battle of Yorktown or Battle of</li> </ul>

Saratoga. You may go into the site either or both of the two ways in these first two activities.

**Activity Three:** (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, [www.loc.gov](http://www.loc.gov), click on the square called Prints and Photographs. Type in Colonial life in the search box. See #2, “Photocopies of original historical prints...colonial 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<sup>th</sup> and

	<p>8<sup>th</sup> grades [U3.3], the forming of ideas and writing of the US Constitution.)</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Activity Seven:</b> This one relates to 5<sup>th</sup> and 8<sup>th</sup> 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.)</p> <ul style="list-style-type: none"> <li>From the <a href="http://www.loc.gov">www.loc.gov</a> 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?</li> </ul> <p><b>Activity Eight:</b> 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).</p> <ul style="list-style-type: none"> <li>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. <u>Include the citation for each one.</u> (See the table handout.)</li> </ul> <p><b>Activity Nine:</b> 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.</p> <ul style="list-style-type: none"> <li>Go to the National Archives site: <a href="http://www.archives.gov/education/lessons/work_sheets/">http://www.archives.gov/education/lessons/work_sheets/</a> and download the Poster Analysis</li> </ul>
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	<p>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. <u>Include this analysis in your packet to turn in.</u></p>
<p><b>Evaluation – choose one of the following:</b> <a href="#">Back to Navigation Bar</a></p>	
	<p><b>A.</b> 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.</p> <p style="text-align: center;">OR</p> <p><b>B.</b> Students in SST309 will go to the National Archives link:  <a href="http://www.archives.gov/education/lessons/worksheets/">http://www.archives.gov/education/lessons/worksheets/</a>  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.</p>
<p><b>Extension (choice for your Unit)</b> <a href="#">Back to Navigation Bar</a></p>	
	<p>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.</p>

# Answer Sheet for SST309 Students (Handouts)

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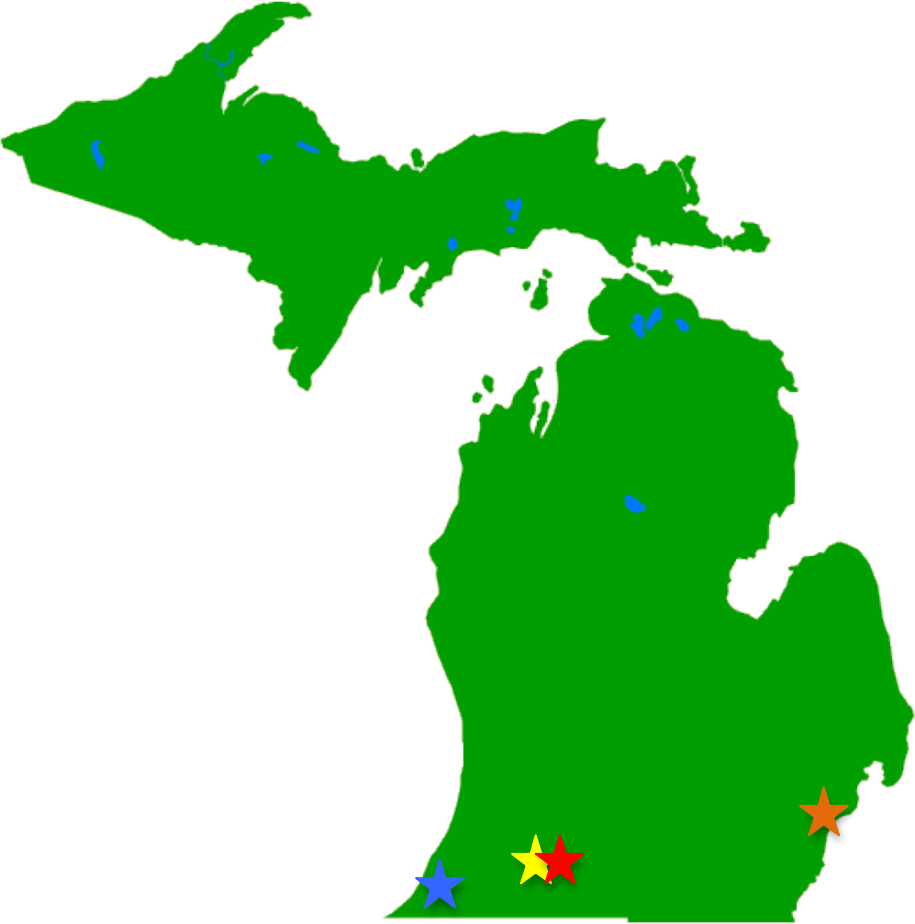
Barb Wheeler

SST 309-03

February 25, 2014


## Answer Sheet for LOC Activities

<p>Preparation – Education Extras – <b><u>(all SST309 students will complete this one)</u></b> (4 titles – see right)</p>	<p>Early Elementary – The History of Women Addressing Problems in the Community</p> <p>Michigan – How do people use, modify, and adapt to the environment of Michigan?</p> <p>5<sup>th</sup> grade – Whose Side Is It? Political Cartoon Analysis of The Stamp Act of 1765</p> <p>Intermediate – Buccaneers: Pirates Who Pillaged, Plundered, and Became the Scourge of the Seven Seas</p>
<p>Activity Three</p>	<p>Throughout the pictures, I see vastly wooded areas, settlers such as Pilgrims, Indians, and ships. Travel was prominent in the life of colonial America. Also, conflict and resolutions among Europeans and Indians occurred in colonial America.</p>

Activity Four	
Activity Five	<p>On my birthday, November 29, Louisa May Alcott was born. The main primary source I found was photographs pertaining to Louisa’s life. The museum also offered her renowned book, <i>Little Women</i>, as another primary source. There weren’t any more events on my birthday so I found another one on November 30. Mark Twain was born on this day in 1835. The museum offers photographs and his novels as primary sources. That was the only event for the 30 of November, so I found out that the first American automobile race occurred on November 28. Quotes directly from a newspaper, photographs, and interviews were offered as primary sources for this particular event.</p>
Activity Six	<ol style="list-style-type: none"> <li>1. Philadelphia map with State House, 1752</li> <li>2. Jefferson’s notes on the Constitution, 1788</li> <li>3. Harding speech on Americanism, 1920</li> </ol>
Activity Seven	<p>I found eleven possible books with four additional links relating to the topic of African-American History. The books are arranged under three main categories: The African-American Experience, Slavery, and Frederick Douglass.</p>

<p>Evaluation Choice: A</p>	<p>Activity: This activity relates to a geography GLCE in first grade. (1 – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.)</p> <p>Go to Library of Congress homepage (<a href="http://www.loc.gov">www.loc.gov</a>) Under the title, “Collection Highlights”, click on maps. Find any two maps that have both land and water displayed on them. Provide the title of the map, the name of the specific body of water, and the name of the landmass whether it is a city, county, town, etc. Also, explain how you could tell the difference between the landmass and the body of water.</p>
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This citation is for an image used as an example for my activity:

Image	Description	Citation	Permanent URL
	<p>This is a map of Namibia in Africa.</p>	<p>United States. Central Intelligence Agency. (Photographer). (1990). Namibia [Print Map].</p>	<p><a href="http://www.loc.gov/item/91681440/#about-this-item">http://www.loc.gov/item/91681440/#about-this-item</a></p>



## Reflection –

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

The most valuable take-away I gained while exploring the Library of Congress website was learning how to navigate through all of the information. At first, the website seemed a bit overwhelming. But, after completing the activities, I learned how structured the website really is. There is a ton of resources available for me to use including booklists, photographs, events, primary source documents, maps, etc. The great part is that this website can cover many standards within the GLCEs. I've never been to this website before so I'm grateful to know about all of it's possibilities!

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

Studying history through primary source documents allows children to explore the past life in a very direct way. Students can observe photographs or listen to speeches in order to feel like they were at an event or living during a specific time period. Primary source documents help students make strong connections to stories in the past and I feel that's the best method of learning. Children need to be engaged in the subject matter they're learning about and what better way to do that than to have them see, feel, and even listen to a part of history. Teachers need to involve their students when learning about the past and primary source documents enables this.

### 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 – <b><i>(all SST309 students will complete this one)</i></b> (4 titles – see right)	Early Elementary –  Michigan –  5 <sup>th</sup> 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	Activity uses a LOC location, grade level content area, and resource type not used in the original 10 activities.	Activity uses a LOC location, grade level content area, or resource type not used in the original 10 activities.	LOC location, grade level content area, or resource type not used in the original 10 activities.
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
Citation	Location of LOC resource is correctly cited	N/A	Location of LOC resource is incorrectly cited

OR

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


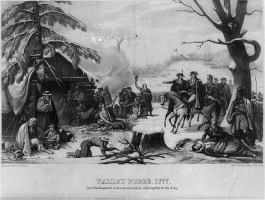

The following section of the Unit plan Rubric for the course as a whole (GVSU- SST309) will evaluate the LOC portion of the final Unit Plan project (*if the student chooses to include it and it fits the unit they are producing*).



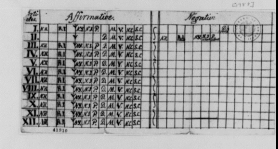

Elements (100 points total possible for Unit plan)	Distinguished (12 – 13 points)	Proficient (10 – 11 points)	Progressing (8 – 9 points)	Unsatisfactory (0 – 7 points)
(#5) – Materials and resources 13 points possible	Materials and resources, including a variety of print and electronic technology and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



## Primary Resources from the Library of Congress

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

Image	Description	Citation	Permanent URL
	This is an audio recording of Speaker of the House Champ Clark, speaking at the dedication of a memorial to the soldiers who suffered at Valley Forge.	Reproduction of sound disc: analog, 78 rpm; 10 in. from the private collection of Guy Golterman, and with the cooperation of CBS-Sony Records and the Recording Industry Association of America.	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field(DOCID+@range(90000041+90000042))">http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field(DOCID+@range(90000041+90000042))</a>
	This is a picture of Washington and his troops at Valley Forge.	LC-USZ62-819 (b&w film copy neg.)	Haas, P. <i>Valley Forge, 1777. Gen. Washington and Lafayette visiting the suffering part of the army.</i> 1843. Library of Congress, Washington D.C. Web. 22 June 2012. <a href="http://www.loc.gov/pictures/item/2006691573/">http://www.loc.gov/pictures/item/2006691573/</a>
	Photo of print showing colonial quilting bee.	LC-USZ61-193 (b&w film copy neg.) Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA	<i>Photocopies of original historical prints and reproductions, mainly from the Library of Congress collections, relating to the settlement of the American colonies and to colonial life.</i> Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. Web. 22 June 2012. <a href="http://www.loc.gov/pictures/item/2002725269/">http://www.loc.gov/pictures/item/2002725269/</a>

	<p>This is a photo of the Carriage House in Vandalia, Michigan, that served as a haven for runaway slaves. <i>Photo: Bill Dozier</i></p>	<p>Photograph taken from <i>The Local Legacies</i> project of the Library of Congress, courtesy of Representative Fred Upton, MI District 6.</p>	<p>Dozier, Bill. <i>The Carriage House in Vandalia, Michigan</i>. 2000. Web. 22 June 2012.  <a href="http://lcweb2.loc.gov/diglib/legacies/MI/200003147.html">http://lcweb2.loc.gov/diglib/legacies/MI/200003147.html</a></p>
	<p>From History Today, June 25, 2012. This is the anniversary of the event popularly called "Custer's Last Stand," June 25, 1876.</p>	<p>Photograph of Sitting Bull.</p>	<p>Barry, David F. <i>Sitting Bull</i>. 1885. photograph. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C.  <a href="http://hdl.loc.gov/loc.pnp/cph.3c11147">http://hdl.loc.gov/loc.pnp/cph.3c11147</a></p>
	<p>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.</p>	<p>PDF of a Chart found in Primary Source sets on the Constitution in Teacher resources.</p>	<p>Jefferson, Thomas. <i>Chart of State Votes on the United States Constitution</i>. 1788. Art. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C.  <a href="http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&amp;fileName=mtj1page010.db&amp;recNum=678">http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&amp;fileName=mtj1page010.db&amp;recNum=678</a></p>
	<p>This is a logo that accompanies one of the topics included in the African American section of the Teen books</p>	<p>Photo about the Voices from the Days of Slavery project. Former slaves tell their stories, 1932 - 1975.</p>	<p>Dryton, Thomas F. <i>Contraband of War: Slaves of the Rebel General</i>. May, 1862. Art. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA,</p>

	available in Read.gov.		Washington D.C. <a href="http://memory.loc.gov/mmemb/collections/voices/">http://memory.loc.gov/mmemb/collections/voices/</a>
	This is an invitation to the inauguration of the Statue of Liberty	Engraving LC-USZ62-86669 (b&w film copy neg.) <a href="http://lcweb2.loc.gov/service/pnp/cph/3b30000/3b33000/3b33100/3b33153_150px.jpg">http://lcweb2.loc.gov/service/pnp/cph/3b30000/3b33000/3b33100/3b33153_150px.jpg</a>	<i>Invitation to the inauguration of the Statue of Liberty, with picture of Statue of Liberty and shields.</i> Engraving. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C.
	Print shows a skull and crossbones representation of the official stamp required by the Stamp Act of 1765, an example of how the colonists protested the “Stamp Act” of the British government. They are showing their disdain for the fact that they have to adhere to it.	Published in: <i>The American Revolution in drawings and prints; a checklist of 1765-1790 graphics in the Library of Congress / Compiled by Donald H. Cresswell, with a foreword by Sinclair H. Hitchings.</i> Washington: [For sale by the Supt. of Docs., U.S. Govt. Print. Off.], 1975, no. 619. <a href="http://lcweb2.loc.gov/service/pnp/cph/3a50000/3a52000/3a52200/3a52298r.jpg">http://lcweb2.loc.gov/service/pnp/cph/3a50000/3a52000/3a52200/3a52298r.jpg</a>	Bradford, William. <i>This is the place to affix the stamp.</i> 1765. Woodcut. Library of Congress Microform Reading Room, Washington D.C.

# 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