

Library of Congress Webquest 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 – <u><i>(all SST309 students will complete this one)</i></u> (4 titles – see right)	<p>Early Elementary – Comparing and Contrasting Maps by Robin Mitchell</p> <p>Michigan – Battle Creek, MI Feeds the World by Emelia Johnson</p> <p>5th grade – Reactions to the Revolutionary War- Who Really Won? (1783) by Lisa M. Eischer</p> <p>Intermediate – The Effects of Human Actions on the Environment in the Eastern Hemisphere (Current Era) by Susan Sutherland</p>
Activity One	
Activity Two	
Activity Three *	Witnessing fighting was not uncommon, is what I am getting from these pictures. Exploration was common, too, as many of the pictures show ships sailing away with people aboard (explorers). Colonial life was a new experience; indians were on the land and there were fights between colonists and indians for the land that each wanted.
Activity Four *	Michigan map with marked with the following locations (map located right before reflection) 1) Detroit 2) North Berrien 3) Vandalia 4) Cass county
Activity Five	
Activity Six *	<ol style="list-style-type: none"> 1. U.S. Constitution as Originally Adopted 2. Washington's letter presenting the Constitution, 1787 3. Songsheet -The Constitution!
Activity Seven *	11 books. Categories: The African-American Experience, Slavery, and Frederick Douglass
Activity Eight: Titles of the work on the left side, pictures on the right. *	

<p>Flag of U.S.:</p> <p>[Image]. Michigan; Library of congress. Retrieved February 23, 2014, from http://www.loc.gov/wiseguide/jun07/flag.html</p>	
<p>Statue of Liberty:</p> <p>[Image]. Michigan; Library of congress. Retrieved February 23, 2014, from http://www.loc.gov/rr/print/list/077_stat.html</p>	
<p>Bald Eagle:</p> <p>[Image]. Michigan; Library of congress. Retrieved February 23, 2014, from http://www.loc.gov/pictures/item/93517227/</p>	
<p>Uncle Sam:</p> <p>[Image]. Michigan; Library of congress. Retrieved February 23, 2014, from http://www.loc.gov/exhibits/treasures/trm015.html</p>	
<p>White House:</p> <p>[Image]. Michigan; Library of congress. Retrieved February 23, 2014, from http://www.loc.gov/pictures/search/?q=Photograph:%20dc0402&fi=number&op=PHRASE&va=exact&co%20=hh&st=gallery&sg%20=%20true</p>	
<p>Activity Nine:</p>	
<p>Evaluation Choice: A or B (related to: 1 – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents’ Day).</p>	<p>Next to the nine squares on the home page, click on “News and Journalism”. Under the subtitle of “Historic American Newspapers”, click on “Chronicling America”. In the search bar, type in “Fourth of July” & keep the location set to “All States” and the years as 1836 to 1922 to maximize search results. You may need to scroll a few rows before finding events or people celebrated, but when you do, choose three (3) different events that people took part in to celebrate the Fourth of July or people who were celebrated on the Fourth. Note the date, place, newspaper title, and the event title or person for each.</p>



Reflection –

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

Knowing that there are resources for primary sources is comforting to me. The Library of Congress allows for items to be searched for and then used for teaching and teachers are not alone in finding these items. Not only is the website full of sources, but there is a link especially for teachers. Every time I come across a website like this, one with free resources, I realize that there are so many things to help develop unit plans and meet standards. Having little knowledge of social studies content becomes easier to turn around with the Library of Congress website because not only can I find sources there for my students, but I, too, can gain information about all topics in history in one easily accessible place.

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

Students are able to form their own opinions of sources such as pictures, poems, and journals. Secondary sources are great at summing up pictures and documents from the past, but they take out some of the wonder and curiosity from students. Reading journal entries is much more fascinating than reading someone's spark-noted version of what the journal says in a textbook. I think a major contributor to student's dislike of social studies is the textbooks. I can't remember a textbook from social studies that I enjoyed, whereas English and math had interesting information. When learning about the past, it is much more engaging to act like historians and geographers and take the job of finding out about what has happened and forming personal opinions on what led American and other countries to be where they are now.

Rubrics

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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.