

Library of Congress Webquest



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.

Handouts

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Answer Sheet for LOC Activities

<p>Activity Number – (Do the Preparation activity, then choose 5 of the numbered activities. Do the Evaluation and the Reflection.)</p>	<p>Insert work electronically on this side:</p>
<p>Preparation – Education Extras – <u>(all SST309 students will complete this one)</u> (4 titles – see right)</p>	<p>Early Elementary – The United States Flag: A Symbol of Our Country <i>by: Kelly Hoffman</i></p> <p>Michigan – Train To Midnight: A Journey on the Underground Railroad <i>by: Kristi Karis</i></p> <p>5th grade – Declaring Independence: Fighting With Words <i>by: Beth Shroyer Fortino</i></p> <p>Intermediate – That’s Not Fair: Comparing the Rights of American Slaves and Current US Citizens <i>by: Meghan Montville</i></p>
<p>Activity One</p>	<p>Listening to the speech allows students to hear the original speech and get a sense of the atmosphere and how the people spoke. Reading the words will allow the students to be able to analyze and understand what the speech was for.</p> <p>Valley Forge was one of the most heroic stories of the American army, but they army went through very harsh winters in 1777 and 1778 where they froze and starved. Washington conquered through though and became one of the most important people in the world.</p> <p>Battle of Saratoga was the first battle that the British surrendered in. The French then noticed America, which resulted in the two becoming allies. The Americans were given supplies and soldiers from the French, which aided in the Americans defeating the British.</p> <p>Battle of Yorktown in the American Revolution was an essential victory for the Americans because it resulted in freedom of foreign rule.</p>

Activity Two	
Activity Three	Colonial America consisted of the Indians and Pilgrims and their battle to reach agreement. There were many fights and conflicts and there were many adjustments that needed to be made. There were many different travels in the settling of the new settlers and in different locations in order to find the most fitting location.
Activity Four	
Activity Five	<p>Saint Patrick's day is an Irish and Irish-American holiday commemorating the death of Patrick, the patron saint of Ireland. It is also the occasion for celebrating Irish heritage. http://memory.loc.gov/ammem/wpaintro/wpahome.html The <u>primary source</u> is manuscripts from the Federal Writers' Project.</p> <p>Group of the Irish Brigade was composed of Irish and Irish-American soldiers and most of them were recent immigrants. The brigade earned a reputation for bravery and sacrifice in some of the bloodiest battles of the Civil War. http://memory.loc.gov/ammem/cwphhtml/cwphome.html The <u>primary sources</u> are civil war photographs.</p> <p>Axis of St. Patrick's Cathedral, with Tower between Spires is the cathedral in New York that extended the parade up Fifth Avenue in order to allow the archbishop and clergy to review the festivities while standing in front of the church. http://memory.loc.gov/ammem/collections/gottscho/ The <u>primary source</u> is the architecture and interior design for 20th century America.</p>
Activity Six	Documents: <ul style="list-style-type: none"> - Constitution with Washington's handwritten notes, 1787 - U.S. Constitution as originally adopted - Broadside of Bill of Rights
Activity Seven	There are eleven books total under the African-American History for teens. The topics/categories are "The African-American Experience," "Slavery," and "Frederick Douglass."
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	<p>A: Connected to 4-G4.0.2 describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).</p> <ul style="list-style-type: none"> From the www.loc.gov home page, next to the collection highlights under the “Topics” section. Click on Maps & Geography, then click on Explore More Maps & Geography Topics (located under General) and go to the Cultural Landscapes link. Take a look around and read what Cultural Landscapes is about and name the large-scale maps that it includes and what physical landscapes indicate cultural modification on these maps.

Reflection –

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

The Library of Congress is full of great resources to use in your social studies classroom. It was awesome that you can go back in time any day to see what has happened in history on that specific day. Students will think that it is awesome to see what has happened on their birthday and even their friends’ birthday! It was easy to function and maneuver around when searching for a certain subject. It contains pictures, cartoons, primary sources, lesson plans, maps, and written documents, etc. The Library of Congress will be a resource I will definitely be returning to for my future social studies classroom.

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

Primary source documents will allow students to get an accurate insight of important events in history. They come from the actual time in history, so it will be completely factual and students will think most of it is really interesting that we are able to look at artifacts from that long ago. The primary source documents are not only facts, but also evidence of what happened in the past.