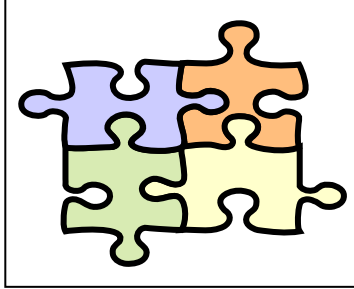# WebQuest – Primary Sources for Research: Explore the Library of Congress

Searching LOC can be puzzling.

This WebQuest is designed to help familiarize students with navigating the Library of Congress Website while looking for primary sources for research.

Overview

Objectives	Students will: • Differentiate between primary and secondary sources • Analyze at least one primary source • Prepare an annotated bibliography of at least ten primary sources on a preapproved subject
Recommended Time Frame	2 – 4 days or approximately 2- 4 hours
Grade level	Secondary grades 7 - 12
Curriculum fit	Information Literacy Skills – new standards for the 21st –Century Learner. During this lesson, students will learn and reinforce learning in: 1) Inquire, think critically, and gain knowledge. 2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. 3) Share knowledge and participate ethically and productively as members of our democratic society. 4) Pursue personal and aesthetic growth.
Materials	Students need access to computers with Internet access for most of this lesson plan. They also need access to a word processing program to type their bibliography and a printer to print it out. WebQuest - Primary Sources for Research: Explore the Library of Congress Website

State of Michigan Learning Standards	
	• This lesson plan fulfills in part the Michigan requirement of online learning experiences. It should be noted that students will have a variety of online learning experiences throughout their school years. The total collection across all grades 6-12 of these experiences are required to be a minimum of 20 hours. • P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively. • P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
Procedures	
Day One:	All can be done by following the WebQuest: Summary of each day is below: • Discuss and define primary sources and secondary sources. • Do worksheet and discuss results. (This day can be compressed or skipped if students are already familiar with primary and secondary sources)
Day Two	• Have students choose topic and get it approved. • Then have each students find one primary source on their topic on the Library of Congress website at www.loc.gov • Have each student analyze their source using the evaluation form found at http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf and referring to the Analysis Rubric found at Analysis Rubric • Have students write a summary and put this first primary source in proper bibliographic order
Day Three	• Have students find and copy the citation for the resources they will use on their annotated bibliography (at least 10 primary sources) • For help with style they can visit: http://owl.english.purdue.edu/ for MLA and APA or http://www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf for Turabian and Chicago style • For help with an annotated bibliography see http://www.library.cornell.edu/olinuris/ref/research/skill28.htm
Day Four	• Have students type up their annotated bibliography on a word processing program to be turned in by the beginning of the period tomorrow. For all links and additional help, including simplified maps of the LOC website, see the Resources page.

Evaluation

Students will be evaluated according to the rubric for their bibliography and their primary source analysis. The rubrics may be found at Rubric.

Extension

Use the extension activities listed at the LOC website under Using Primary Resources at the bottom of each Teacher's guide: Further Investigation
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

Historical Background

Definition of Primary Source: the raw materials of history — original documents and objects which were created at the time under study; different from secondary sources, accounts or interpretations of events created by someone without firsthand experience

Definition of Secondary Source: one that was created *later* by someone who *did not* experience first-hand or participate in the events or conditions they are writing about

Questions to consider when using primary sources: (from LOC website analysis tools)
Students should OBSERVE, REFLECT, and QUESTION!

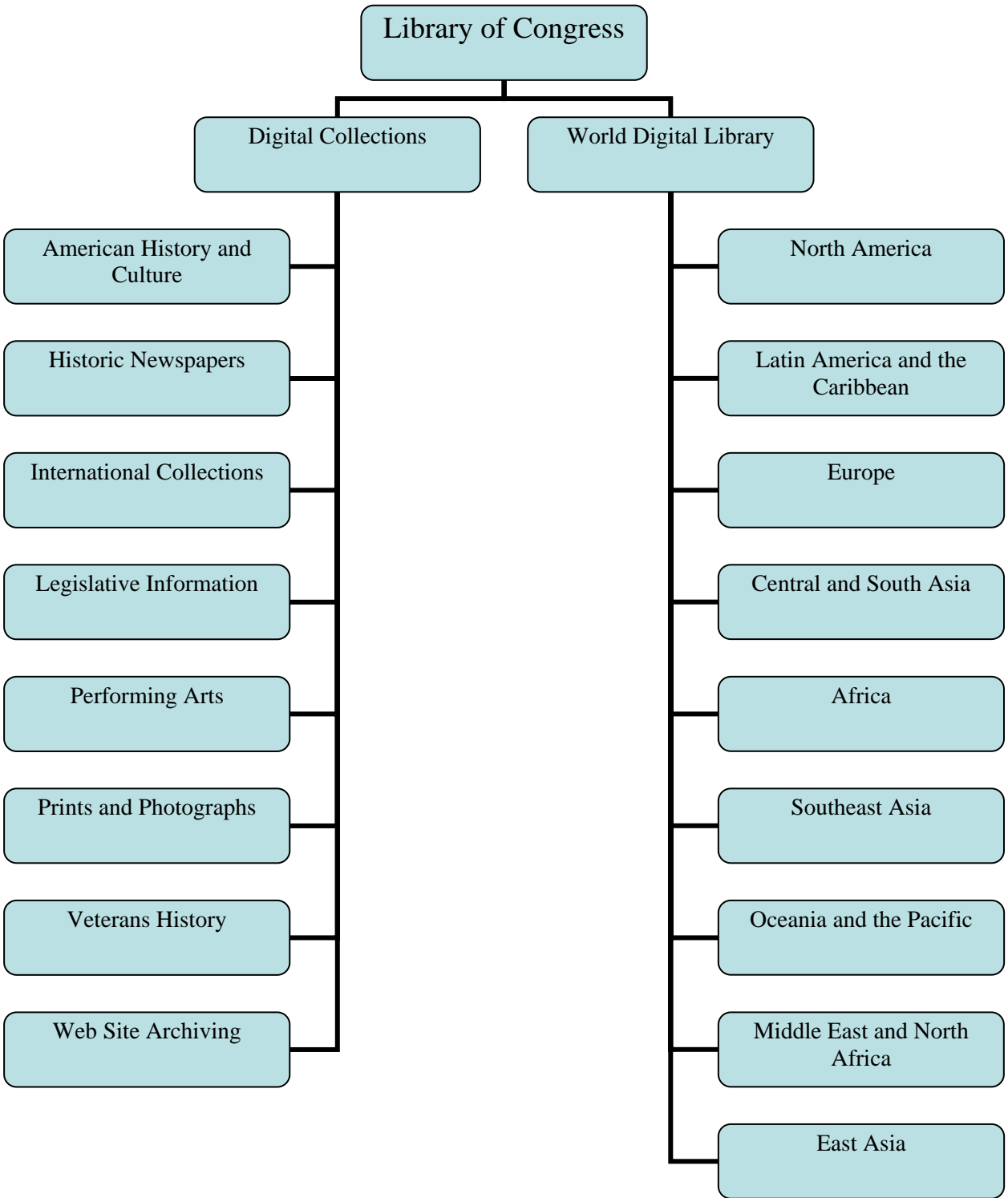**OBSERVE**: **Have students identify and note details.**
Describe what you see. What do you notice first? Find something small but interesting. What do you notice that you didn't expect? What do you notice that you can't expect? Is there any text you can read? How much of the text can you read? What does it say? What do you see that looks strange or unfamiliar? Describe anything you see on the page besides words, such as images or decorations. How is the text and other information arranged on the page? What do you notice about the page the writing appears on? What size is the page? What do you see on the page besides writing? Describe anything about this text that looks strange or unfamiliar. What other details can you see?

REFLECT: Encourage students to generate and test hypotheses about the source.
What was the purpose of this text? Who created it? Who do you think was its audience? Can you tell anything about what was important at the time it was made? Where do you think this came from? Why do you think somebody made this? What do you think was happening when this was made? Who do you think was the audience for this item? What tools and materials were used to create it? Why do you think this item is important? What is the larger story or context within which this was printed? What can you learn from examining this? If someone created this today, what would be different? What would be the same?

QUESTION: What do you wonder about... who? · what? · when? · where? · why? · how?

Primary Resources from the Library of Congress

Library of Congress

Digital Collections

World Digital Library

Digital Collections:
- American History and Culture
- Historic Newspapers
- International Collections
- Legislative Information
- Performing Arts
- Prints and Photographs
- Veterans History
- Web Site Archiving

World Digital Library:
- North America
- Latin America and the Caribbean
- Europe
- Central and South Asia
- Africa
- Southeast Asia
- Oceania and the Pacific
- Middle East and North Africa
- East Asia

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Library of Congress Home

Teachers

Kids and Families

Professional Development

TPS Partners

News and Events

Additional Resources

FAQ's

Classroom Materials

- Lesson Plans
- Themed Resources
- Presentations & Activities
- Collection Connections

Using Primary Sources

- Primary Source Sets
  - Why Use Primary Sources
  - Citing Primary Sources
  - Copyright and Primary Sources
  - Finding Primary Sources
  - Teacher's Guides and Analysis Tool

America's Library

American Memory

Today in History

Music, Theatre, Dance

Portals to the World

Song of America Tour

Wise Guide to loc.gov

Lifelong Literacy

Local Legacies

Everyday Mysteries

Places in the News

Center for the Book

Book Festival Webcasts

Veterans History Project