

WebQuest - Primary Sources for Research: Explore the Library of Congress Website

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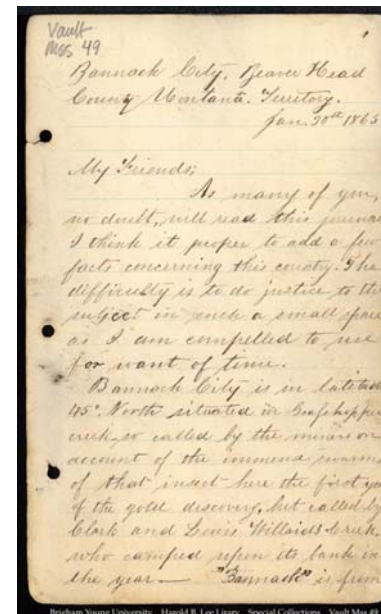
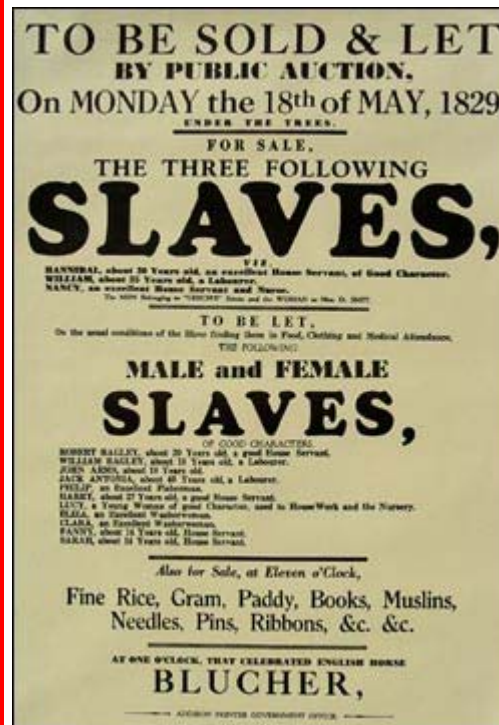
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You are a Research Fellow and have been asked to do the “pre-research” for a famous professor. He is specifically interested in primary sources from the Library of Congress. However, he finds the LOC site very confusing. He has commissioned you to do this for him.

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The task you have been asked to complete is three fold:

1. You must choose a sample primary source and analyze it appropriately using the forms found at http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
2. You must present your professor with an annotated bibliography of at least ten primary resources he can use from the Library of Congress website on the topic he is researching. This bibliography should be in the preferred form of your professor – MLA, APA, Turabian, Chicago, etc.
3. You must be able to explain the difference between primary and secondary resources and defend the primary sources you have chosen for the bibliography.

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The Process: **Day 1:** Defining primary and secondary sources – This may be in a discussion and worksheet format with your teacher or you may have you do this independently.

Day 2: Choose topic and get it approved. Find one primary source on your topic on the Library of Congress website at www.loc.gov and analyze it 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](#)

Day 3: Find and copy the citation for the resources you will use on your annotated bibliography. For help with style visit: <http://owl.english.purdue.edu/> for MLA and APA <http://www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf> for Turabian and Chicago style

Day 4: Type up your 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.

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Evaluation of your analyzed primary resource and of your bibliography will be based on the rubrics found at:
Worksheet for analysis:

[Process](#)

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

[Evaluation](#)

[Analyzed primary source Rubric](#)

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The resources used for this WebQuest are almost all on the Library of Congress website. Primary sources for the bibliography MUST come from the Library of Congress website – NO EXCEPTIONS! The additional links given are for the worksheet and for help in citation and making your bibliography.

Library of Congress Home: <http://www.loc.gov/index.html>

Worksheet Link: [Identifying Primary and Secondary Sources](#)

Help in Citation: <http://owl.english.purdue.edu/> for MLA and APA

<http://www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf> for Turabian and Chicago style

Analysis Form:

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Rubrics: [Rubric for Analysis](#); [Rubric for Bibliography](#)

Simplified Maps of LOC: [Digital Collections and World Digital Library](#) and [Teachers and Kids and Families](#)

[Help With Annotated Bibliography](#)

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Conclusion: As you have found out by doing this WebQuest, primary sources are a very valuable source of information when doing historical research. The Library of congress website is one of the biggest sources of primary sources for our country and even for some areas of world history. Having now learned your way around the Library of Congress website, it is important to bookmark this site and remember to start here first when you begin your research! Congratulations on a job well done!

Credits: Many thanks to the three people who introduced me to using the Library of Congress website for primary resources: James McConnell, Roy Sovis, and Abby Combs. Thanks to both Chicago History Fair and Idaho history for permitting me to use their worksheets as part of my lesson plan. Most importantly, thanks to all you teachers out there who are on the front lines and teaching "America's future". I hope that this WebQuest has helped make your job a little easier. Finally a very special thanks to Anthony Salciccioli who asked the all important question that gave me the idea for this lesson plan. Thanks Tony!!!

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Teachers Page:

Introduction – This WebQuest is the result of an Institute taught on using primary sources, particularly the Library of Congress website. It is funded by Illinois State University, the Library of Congress, and the Genesee Intermediate School District in Flint, Michigan. The purpose of this WebQuest is to teach students to navigate the Library of Congress website in searching for primary sources for research.

This WebQuest is intended for secondary students, particularly those in American History or those learning information literacy skills. Students need to be familiar with searching on the internet and have at least been exposed to database searching before attempting this WebQuest. They also should know something about primary versus secondary sources.

Teachers should explore the LOC website themselves before assigning this WebQuest and pay special attention to the Teacher's page, Using Primary Resources, and the Teacher's Guide and Analysis Tool.

Simplified Map 1

[Library of Congress Home Page](#)

[Digital Collections](#)

[World Digital Library](#)

[American History and Culture](#)

[Historic Newspapers](#)

[International Collections](#)

[Legislative Information](#)

[Performing Arts](#)

[Prints and Photographs](#)

[Veterans History](#)

[Web site Archiving](#)

[North America](#)

[Middle East and North Africa](#)

[Middle East and North Africa](#)

[Latin America and the Caribbean](#)

[Africa](#)

[Southeast Asia](#)

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[Kids and
Families](#)

Simplified Map 2

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[Citing Primary
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[Copyright and
Primary Sources](#)

[Finding Primary
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[America's
Library](#)

[American
Memory](#)

[Today in
History](#)

[Music, Theatre
and 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](#)

Worksheets for Identifying Primary and Secondary Sources - 1

What is the definition of the term **primary source**?

What is the definition of the term **secondary source**?

Below is a list of sources of historical information. Circle the letter indicating whether the item is a "P", primary or "S", secondary source. If an item could be either primary or secondary, circle the "E". Be prepared to explain your choices! SOURCE: **(P)** PRIMARY **(S)** SECONDARY **(E)** EITHER

Business reports	P	S	E		Newspaper reporter	P	S	E
An elderly relative	P	S	E		A building	P	S	E
A letter	P	S	E		A diary	P	S	E
A census book	P	S	E		A textbook	P	S	E
A magazine article	P	S	E		A video	P	S	E
A photograph	P	S	E		A song	P	S	E
A poem	P	S	E		A cartoon	P	S	E
Court records	P	S	E		A museum docent	P	S	E
A cemetery headstone	P	S	E		A phone book	P	S	E
A city directory	P	S	E		A map	P	S	E

http://www.chicagohistoryfair.org/1_worksheet.pdf Adapted and used with permission **Lisa Oppenheim, Associate Director, Chicago Metro History Education Center**

Primary and Secondary Source Worksheet - 2

Determine if each is a secondary or primary source and why.

- 1) A diary written by a miner named Lucky Noah who lived in Idaho in the 1870's. Primary or Secondary?

- 2) A Time Magazine article from 1980 titled "Mining in the Old West". Primary or Secondary?

- 3) The textbook you use in class to study Idaho history has a chapter on mining. Primary or Secondary?

- 4) An original photograph of a Silver City mine from 1880 that you found in your grandparents photo album. Primary or Secondary?

- 5) A gold pan that was used in 1872 that you saw at the Idaho Historical Museum. Primary or Secondary?

- 6) A book published in 1992 that you found in the library titled "Digging Deep: The Complete Story of Mining in Idaho." Primary or Secondary?

- 7) A complete copy of an original government document called "Idaho Mining Laws of 1875" that you found on the Idaho Historical Society web site. Primary or Secondary?

- 8) A web site called "The Complete Internet Encyclopedia" that has a page about mining. Primary or Secondary?

- 9) Sheet music for a song called "No Gold Nuggets for Me" written by a musician in Idaho City and published in 1888. Primary or Secondary?

10) A map of “Ghost Towns and Gold Mines of Idaho” first published in 1977 that you found in your local book store. Primary or Secondary?

Used with permission of the [Idaho State Historical Society](#), Kurt Zwolfer, Education Specialist

Rubric for Analysis of Primary Source

Criteria	Points Possible	Points Received
What type of document it is	2	
Unique qualities of the document	2	
Date and author of document	2	
Intended audience for the document	2	
3 important things that the author said in the document	3	
2 things the document tells you about life in the United States at that time period (or a specific country)	2	
Why the document was written	2	
Evidence of why document was written (quote from document)	2	
1 question not answered by author	1	
18 points = A, 16 points = B, 14 points = C, 12 points = D, <12 points = F		

Rubric for Bibliography

Criteria	Points Possible	Points Received
Ten Primary Sources given – 1 point per source	10	
Ten annotations – 1 point per annotation	10	
Proper format – 1 point each entry	10	
Arranged appropriately for the format	10	
Word-processed properly with no errors	10	
50 points = A, 45 points = B points, 40 points = C, 35 points = D, < 35 points = F		