LIBRARY OF CONGRESS TEACHING with PRIMARY SOURCES

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Projected Date for Implementation: May / June 2015

Title of Activity	Introducing Primary Source Resources--A Scavenger Hunt
Overview	Teachers will be introduced to some of the resources available from Library of Congress and World Digital Library. The planned activity is one they can use with their students.
Essential or Investigative Question	What was the world like on your birthdate 100 years ago, 150 years ago, 200 years ago? How do we know? What was your hometown like before you lived there?
Audience	**This activity is best suited for educators of the following grade levels:** ● Grades 6-8 ● Grades 9-12 **This activity is best suited for educators of the following content areas:** ● Art ● English as a New Language ● English Language Arts ● Learning support ● Library Media ● Literacy: Reading Language Arts ● Music ● Social Studies ● World Languages other than English
Time Required	60 minutes, with follow-up/reminders as needed.
Goal	Teachers will become familiar with some of the primary source material available to them as teachers and for use in their curricula.

Objectives	● Teachers will locate these resources on loc.gov:
	  ○ primary source sets
	  ○ PD sets
	  ○ memory sets
	● Teachers will use a minimum of three categories from the Library of Congress landing page to locate infomation about their birthdate (100 years prior) and and their hometown (100 years prior).
	● Teachers will locate and describe three images from the World Digital Library from the time period 200 years prior to their birth.

Digital Resources	Introduction activity ● Waldseemuller map ● http://www.loc.gov/item/2003626426/

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Classroom Materials	Hand-outs (below) Laptops or desktops--individual use Projector and screen/monitor Large table (e.g, two library tables pushed together)
Preparation	● Work through the worksheet (below) and note any trouble-spots. ● Check that video (Beyond the Scenes) will stream. ● Room lay-out should allow participants to see the screen while working on their own computers. ● Copy an adequate number of hand-outs for participants. ● Set up electronic file participants may use to copy/adapt the hand-out for their own classroom use. ● Copy *Universalis Cosmographia*; place each piece in its own plastic sleeve--make enough copies that each participant has a piece of the map; you may need to break the group up into smaller groups--multiple maps.

Procedure	1. Divide large group into groups of 12 or fewer. (about 10 minutes)
	   a. Distribute map pieces, one to each participant.
	   b. If there are more than 12 participants, divide the group in any way that makes sense to you. It may be necessary to make more than one map.
	   c. Allow the participants 5-7 minutes to assemble their pieces.
	   d. Discuss what they've created and what they've learned.
	   e. Invite participants to return to their (computer) seats.
	   f. Show participants where this map is located on the Library of Congress.
	   g. Show participants where this map activity is located in PD.
	2. Show the Library of Congress video-"Behind the Scenes"(about 5 minutes).
	3. Distribute Birthday worksheet (model own birthdate).
	4. Distribute hometown worksheet (model own hometown) (about 30 minutes total).
	5. Distribute Scavenger Hunt worksheet (about 15 minutes).

Assessment/ Reflection	Colleagues will complete the worksheets, identifying one thing that intrigued them. Colleagues will locate at least one theme/topic that is germane to their discipline (scavenger hunt). Long-term--colleagues will utilize the resources at loc.gov.

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Library of Congress
Teaching with Primary Sources
Scavenger Hunt—birthdate & hometown

1. Go to loc.gov. This is what you should see:
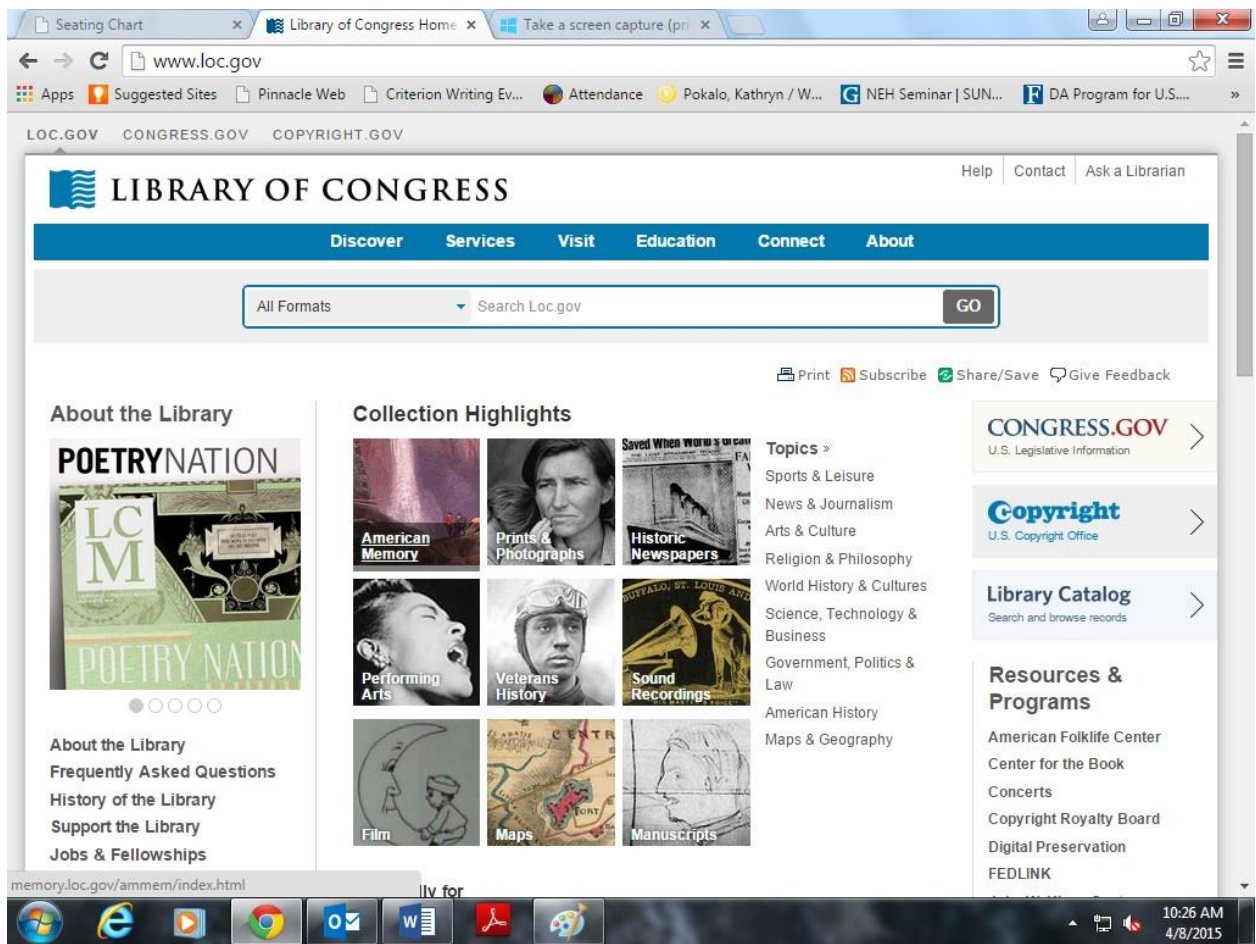
Note that at any point in your search, you can return to the landing page by clicking on the flag and Library of Congress in the upper left corner.

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2. Click on Historic Newspapers (upper right corner of 9 icon grid).

2. a. Type in your birthdate and choose a state from States drop down menu and the year 100 years prior to your birth.

2 b. Choose from among the paper images that come up on the Gallery View (upper right corner, blue banner) and skim through the paper, addressing the questions below:
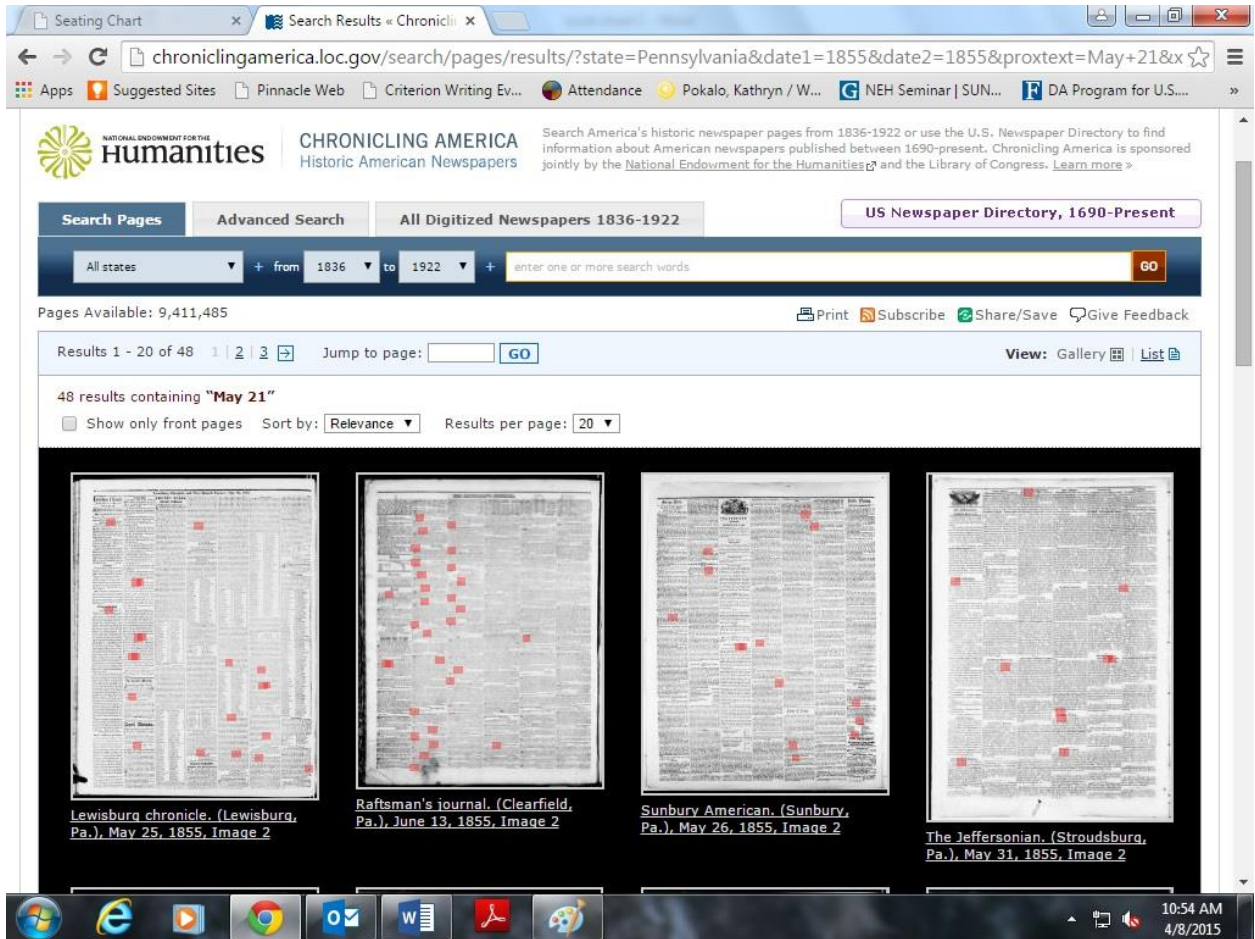
Where is the newspaper from?

What are the headlines on page 1?

What products and services are being advertised?

What is the big story locally? Nationally? Globally?

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3. Above the image of the newspaper page, click on About [newspaper].

Note the bibliographic and product information about this object.

4. Repeat this process, but use your hometown (either where you were born or where you now live). Choose any year between 1836 and 1922. Here's an example:

Note the magnifier in the upper right hand corner; you can move that around and the main image will be magnified so that you can read it. There is also an option to view this as PDF.
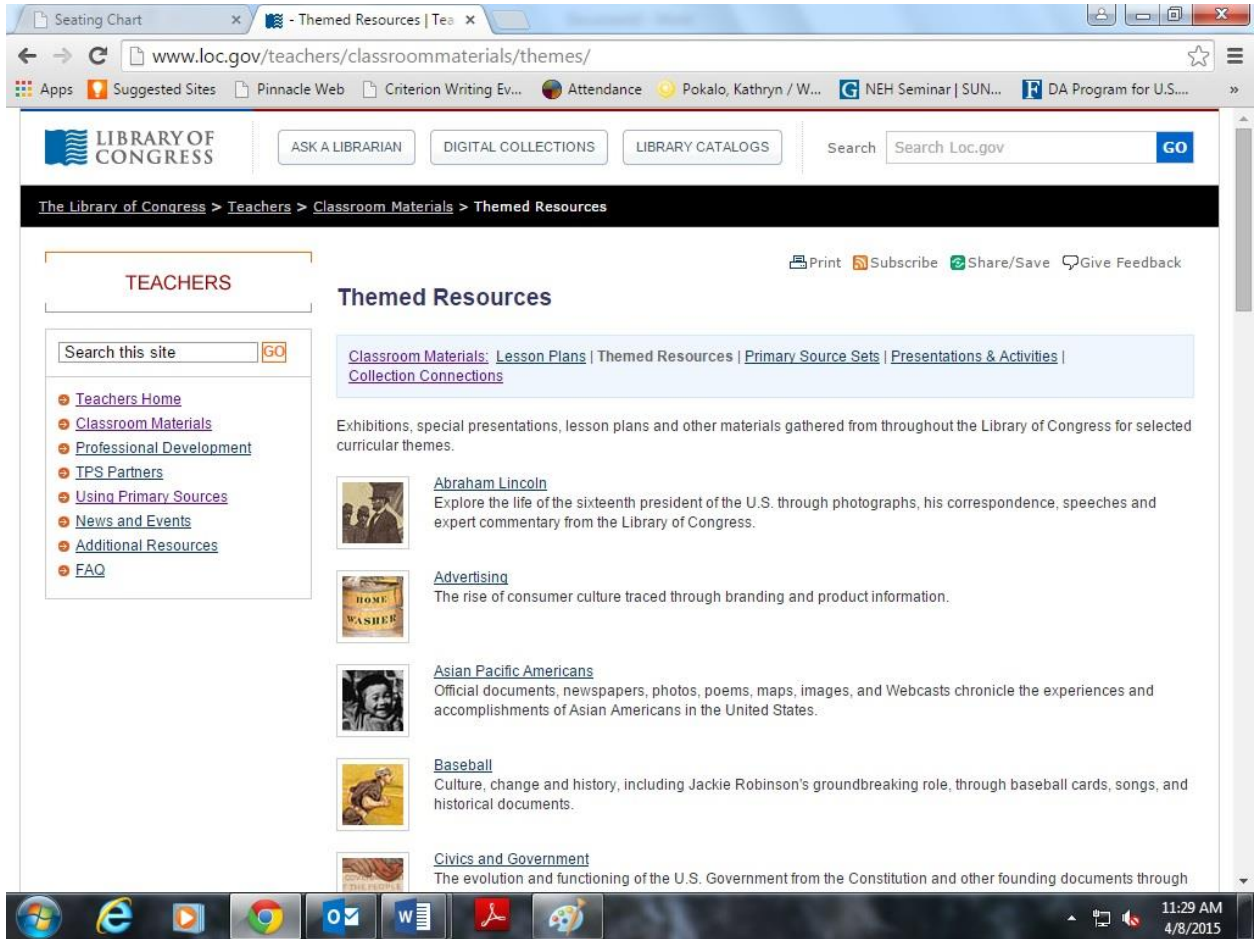
1. Return to the Library of Congress landing page, and scroll below the nine images; click on Teacher (Especially for).
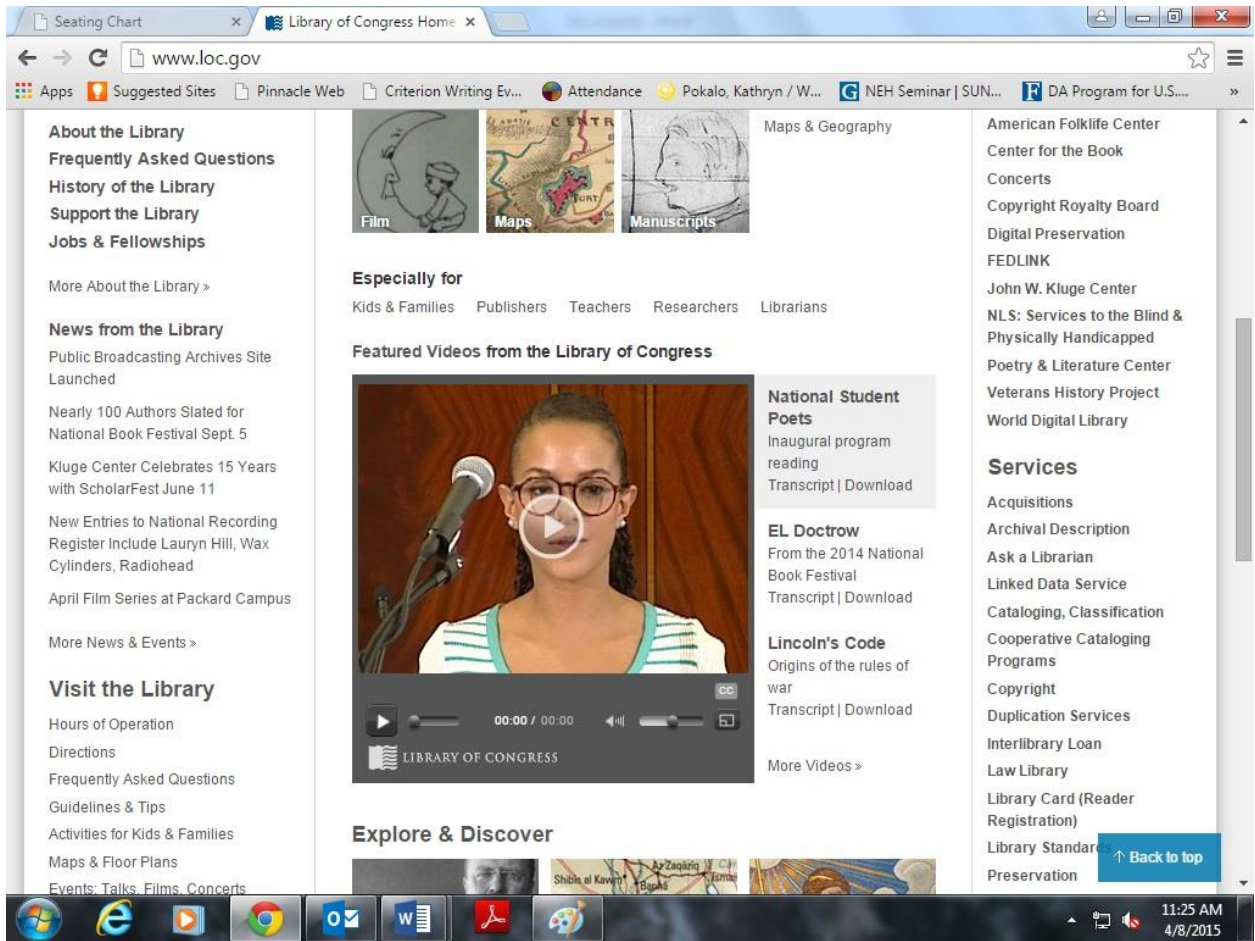
2. Follow the link to Themed Resources. Note the "bread crumbs" along the black bar.
http://www.loc.gov/teachers/classroommaterials/themes/

3. Scroll through and click on Civics and Government, then click on Constitution. Browse through some of those images.
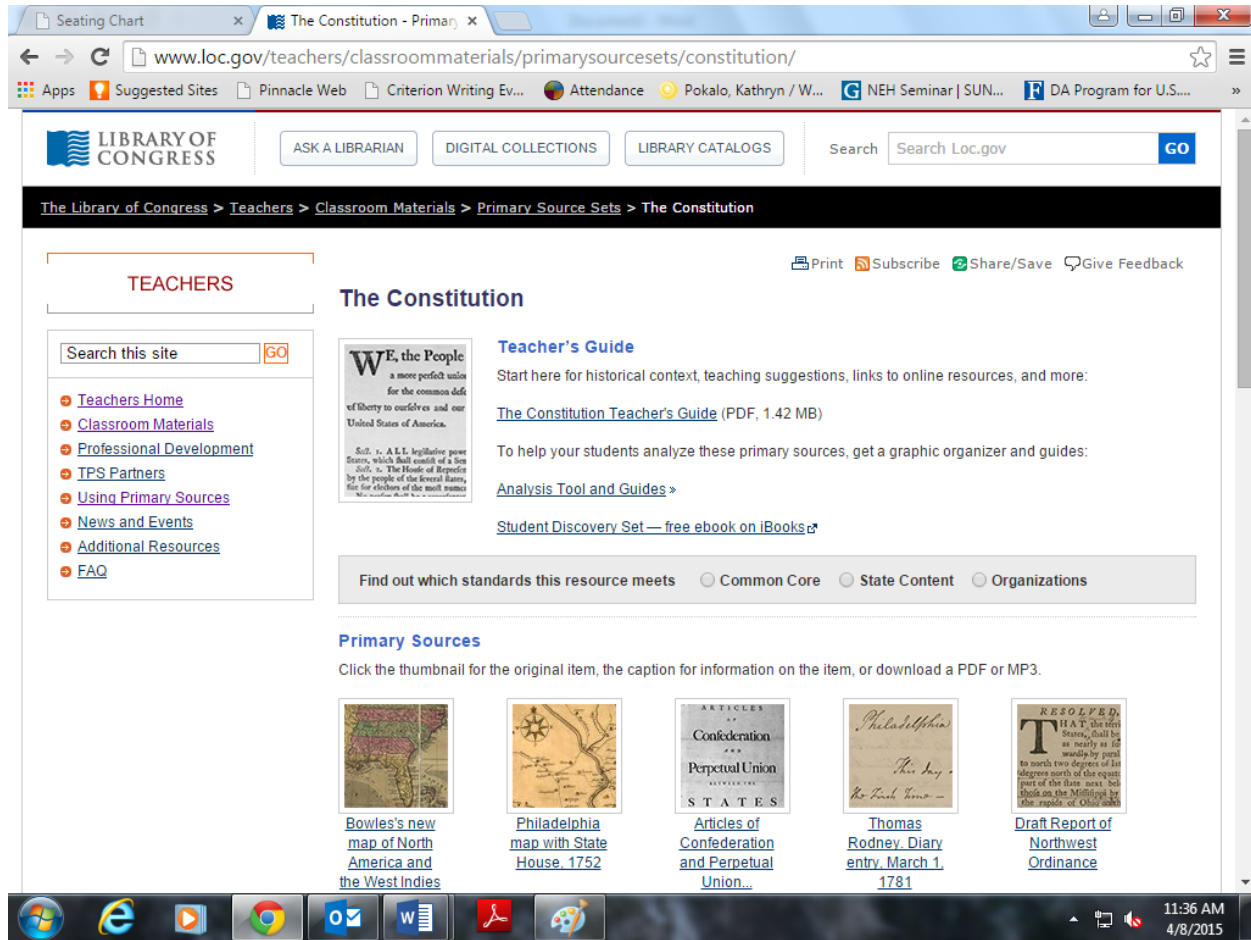
Which images did you click on? What did you learn?

4. Click on this link:
http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/

Click on any of the links (description and summary are listed below the blue background box). Each of these is a professional development exercise easily applicable to grade level/ content; all of the necessary material is included.

Which topic did you choose? How can you use this content or concept in your lesson planning?

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5. Click on this link:
http://www.loc.gov/teachers/classroommaterials/lessons/

Choose a topic or choose a different tab and then topic. Within the topic, choose a lesson plan that might be useful to you. Skim through the selection. How can you use this? What have you learned?

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