

## Using Google Tools to Integrate Primary Sources into Classroom Activities

Written by: E. Brene Duggins, Oak Grove High School, Fall 2017

**Overview** *This session is a follow up session to the Introduction to Primary Sources and the LOC.gov website training where we will be taking a closer look at using Google Tools like Sheets and Forms to integrate Primary Sources to enhance student engagement and analysis.*

**Investigative Question** *How can Google Apps be used to enhance the analysis of Primary Source documents.*

**Audience** **This activity is best suited for educators of**

- *Grades 6-8*
- *Grades 9-12*

**This activity is best suited for educators of**

- *Art/Music*
- *English/ Language Arts*
- *Social Studies/ Social Sciences*
- *Technology*

**Time Required** *Session can be taught as one (1hr) session or 2 (30 minute) sessions.  
Google Slides – 30 Minutes  
Google Forms – 30 Minutes*

### Goal

The goal of this activity is to share examples of activities and ways that teachers can use Google Tools to teach with Primary Sources from the LOC.gov website and to assist/guide them in the creation of an activity to use in their classroom.

### Standards

Standards for the 21<sup>st</sup> Century Learner:

- 1.1.2 – Use prior and background knowledge as context for new learning.
- 1.1.7 – Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information and point of view or bias.



**Objectives**

By the end of this PD Activity, participants will be able to:

- Describe examples of the benefits of teaching with primary sources.
- Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

**Digital  
Resources**

- **Primary source from loc.gov used in Google Slides:**
  - Title: Work on the last mile of the Pacific Railroad--Mingling of European with Asiatic laborers / sketched by A. R. Waud.
  - Waud, Alfred R. (Alfred Rudolph), 1828-1891, artist
  - Date Created/Published: 1869
  - URL: <https://www.loc.gov/item/2001695508/>
- **Primary Source from loc.gov used in Google Forms:**
  - Title: Drinking fountain on the county courthouse lawn, Halifax, North Carolina
  - Creator(s): Vachon, John, 1914-1975, photographer
  - Date Created/Published: 1938 Apr.
  - URL: <https://www.loc.gov/item/fsa1997003218/PP/>

**Classroom  
Materials**

- Projector
- Computer with Internet Access
- Editable Google Slides Example: <https://docs.google.com/presentation/d/18b-tuod0r56rDBHKALfi0qxiUp8IZDOdtq-ZVRtSAKg/edit?usp=sharing>
- Editable Google Forms Example: <https://drive.google.com/open?id=1fCnX-sDdzo5v5QWImS1h9p1yY7osxwiBdJBt43haVSY>

**Preparation**

**Reminder: This activity is designed as a follow up for teachers who have already attending a prior session on Teaching with Primary Sources and the LOC.gov website.**

- Be familiar with the LOC.gov webpage and how to locate Primary Sources
- Be familiar with how to use Google Slides, Google Forms
- Be familiar with how to crop photos
- Make sure that you have access to the internet so that you can access and use Google and Google Tools
- Have participants bring laptops or hold sessions in a computer lab so that participants can create during session
- Check links to examples or have available examples created to share with participants.



## Procedure

### Google Slides Session:

1. Review Primary Sources and the LOC.gov website
2. Discuss types of Primary Sources that could be used in their specific subject areas and examples of why they may be used
  - Review where and how to locate different types of media on the LOC.gov website.
3. Explain that today we are going to specifically be using photographs and images to create an activity for use in the classroom.
4. Discuss that the goal of the session is to demonstrate an example of an activity that can be easily recreated to fit any subject area to enhance the analysis of Primary Sources.
5. Demonstrate the activity example using Google Slides “Four Corners” (go through the activity with participants as if they were the students in your class)
6. Explain that in this activity we are showing an image to students in pieces and revealing a new piece each slide. You will ask students to analyze the photo each time a new section is revealed. Do they see anything new? Does the new addition give them more information about what is happening in the photo? When do they think this is taking place?
7. Share a great place to come up with guided questions is using the Analysis Tool on the LOC.gov webpage: <http://www.loc.gov/teachers/usingprimarysources/guides.html>
8. Discuss ideas of how this activity can be integrated into their classrooms.
9. Walk the participants through the steps to create a “Four Corners” Activity with Google Slides that they can use in an upcoming lesson.

### Google Forms Session:

1. Review Primary Sources and the LOC.gov website
2. Discuss types of Primary Sources that could be used in their specific subject areas and examples of why they may be used
  - Review where and how to locate different types of media on the LOC.gov website.
3. Explain that today we are going to specifically be using photographs and images to create an activity for use in the classroom.
4. Discuss that the goal of the session is to demonstrate an example of an activity that can be easily recreated to fit any subject area to enhance the analysis of Primary Sources.
5. Demonstrate the activity example using Google Forms “What do you see” (go through the activity with participants as if they were the students in your class)
6. Explain that in this activity students can work individually or in groups to analyze a Primary Source. This activity has students look at portions of a primary source image and asks questions about each image on each page of the form. Each time the students click next the next page opens up more of the image for the students to analyze leading up to the entire image being made visible.



7. Explain to teachers some benefits of using Google Forms:
  - All data collected from the form once submitted is dropped into a Google Sheet.
  - The data on the Google Sheet can be used for Assessment purposes
  - You can share the data to the group and see what things people noticed, the differences in what people noticed and discuss the things that everyone noticed.
8. Share a great place to come up with guided questions when creating your own form activity is using the Analysis Tool on the LOC.gov webpage:  
<http://www.loc.gov/teachers/usingprimarysources/guides.html>
9. Discuss ideas of how this activity can be integrated into their classrooms.
10. Walk the participants through the steps to create a “What do you see” Activity with Google Forms that they can use in an upcoming lesson.

**Assessment/  
Reflection**

Teachers will share the activities that they created using Google Drive and complete a short reflection survey on how the activities were used and reflect on any changes they would make to the activity.

