



## Primary Sources: Leveraging the Library of Congress and Web 2.0 Tools to Scaffold Inquiry

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### PURPOSE

- As middle level educators, we want to ensure that curriculum and instruction is appropriate for young adolescents. These characteristics are explicated in *This We Believe*. By using social studies inquiry supported by web 2.0 tools, middle level educators can meet these standards. This presentation will help to demonstrate how teachers can support engaged, active, and purposeful learning and provide varied instruction and assessment strategies.
- Participants will learn about the primary sources available via the Library of Congress online to meet middle level social studies standards (focus: Westward Expansion).
- Participants will learn about Web 2.0 tools to make primary source sets available to students, including interactive posters (digital or paper based).
- Participants will learn how to use Web 2.0 tools (e.g., ThingLink; Glogster; QR codes; Aurasma) to support teaching with primary sources through the C3 Inquiry Arc.

### CREATING INTERACTIVE POSTERS, BULLETIN BOARDS OR HANDOUTS – TOOLS:

#### QR Codes

- QR Codes are a form of bar codes that can be read by a scanner (often used on a mobile device). The code can then link to websites. You need to include a QR Code Reader application to read the code.
- *QR Code Reader – Apple or Android*
- You can create your own QR codes for the classroom: <http://www.qrstuff.com>
- *QR Treasure Hunt:*
- This allows you to create a quiz of questions provided with a QR code. You can create a scavenger hunt. <http://www.classtools.net/QR/>



#### AURASMMA – Augmented Reality

- Great overview: <http://www.kleinspiration.com/2013/05/using-augmented-reality-via-aurasma-in.html>



### EXPLORE WEB 2.0 TOOLS (E.G., THINGLINK; GLOGSTER; QR CODES; AURASMA; FAKEBOOK, DIIGO) AVAILABLE FOR USE WITH MIDDLE SCHOOL STUDENTS (5-8).

- Links and support resources found here: <http://www.symbaloo.com/mix/web20-primarysources>

#### Considerations

*Child Internet Privacy Act - CIPA*




- Internet safety policy must include monitoring the online activities of minors; and
- Educate minors about appropriate online behavior, including interacting with other individuals  
*Children's Online Privacy Protection - COPPA*
  - COPPA allows . . . schools to act as agents for parents in providing consent for the online collection of students' personal information within the school context
  - Essentially – don't allow students to use their emails, information to create accounts – find alternative ways to do that or use pay features, etc. where you create the account for the student within a protected site

As needed:

- Provide Permission Slips for various forms of technology accounts
- Determine age limitations/end user agreements/ terms of use (many programs don't allow the use by students under 13)
- Get school/district level permission

**WEB 2.0 TOOLS CAN BE USED TO SCAFFOLD STUDENT INQUIRY USING THE C3 INQUIRY ARC PROCESS FOR EXPLORING WESTWARD EXPANSION: WAS IT A GOOD IDEA FOR AMERICANS TO EXPAND WESTWARD? WAS THIS EXPANSION WITHIN OUR RIGHTS AS AMERICANS?**

Disciplinary Focus: U.S. History; Civics Inquiry / Focus: Developing questions and evaluating primary sources / Content Topic: Westward Expansion; Grades: 6-8

Stage	Tools/ Examples
<p><b>Stage 1: Developing Questions &amp; Planning Inquiries</b>  <b>Use technology to:</b></p> <ul style="list-style-type: none"> <li>• start conversations</li> <li>• brainstorm (see Padlet example)</li> <li>• locate (use Library of Congress, etc.) and organize resources (see Pinterest example)               <ul style="list-style-type: none"> <li>• Or could create a teacher Weebly page to help organize resources and the project</li> </ul> </li> <li>• ask questions (about content and appropriateness of sources to answer the compelling question)</li> </ul>	<ul style="list-style-type: none"> <li>• Pinterest: <a href="https://www.pinterest.com/ncm39/westward-expansion-library-of-congress/">https://www.pinterest.com/ncm39/westward-expansion-library-of-congress/</a></li> <li>• Padlet: (see QR code) <a href="https://padlet.com/nmstarkville/e48kf5okrl31">https://padlet.com/nmstarkville/e48kf5okrl31</a></li> <li>• Weebly</li> <li>• Diigo (see next image)</li> </ul> 
<p><b>Stage 2: Applying Disciplinary Concepts &amp; Tools</b>  <b>Use technology to:</b></p> <ul style="list-style-type: none"> <li>• find answers</li> <li>• annotate resources (can answer specific questions to source or contextualize)</li> <li>• present information</li> <li>• organize resources</li> </ul>	<ul style="list-style-type: none"> <li>• Diigo</li> <li>• Padlet</li> <li>• Thinglink</li> </ul> 
<p><b>Stage 3: Evaluating Sources &amp; Using Evidence</b>  <b>Use technology to:</b></p> <ul style="list-style-type: none"> <li>• organize information</li> <li>• annotate sources</li> <li>• research</li> <li>• demonstrate research</li> </ul>	<ul style="list-style-type: none"> <li>• Diigo</li> <li>• Padlet</li> <li>• Thinglink</li> <li>• Weebly</li> </ul> 
<p><b>Stage 4: Communicating Conclusions</b>  <b>Use technology to:</b></p> <ul style="list-style-type: none"> <li>• present/share information</li> <li>• communicate conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Diigo</li> <li>• Padlet</li> <li>• Thinglink</li> <li>• Weebly</li> <li>• Fekebook</li> <li>• Aurasma (can use on this picture)</li> <li>• Glogster</li> <li>• Screencast</li> </ul> 