LIBRARY OF CONGRESS ACTIVITY

COMMON CORE ELA STANDARDS:

-Read closely to determine what the text says explicitly; cite textual evidence

-Determine central ideas or themes of a text; summarize key supporting ideas

-Interpret words and phrases as they are used in a text

-Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience

-Read complex, literary and informational texts independently and proficiently

-Draw evidence from literary or informational texts to support analysis and reflection

OBJECTIVES:

-Students will evaluate multiple primary source documents from the early twentieth century

-Students will use SPEC to organize ideas about primary source documents.

-Students will utilize Prezi in order to visually represent his or her work

-Students will demonstrate an understanding and proficiency of Standard English mechanics and grammatical rules.

STUDENT DIRECTIONS:

1. By clicking the link below, students will begin by reviewing a newspaper from 1901.
2. They will then evaluate different articles throughout the paper using SPEC (Social, Political, Economic, and Cultural). Students are to find an example of each of these elements in the newspaper.
3. Students will explain the article in which they found each of the four elements of SPEC, and detail how the article represents a social, political, economic, or cultural characteristic of the time period. Students should be specific when stating examples and details that relate to SPEC.
4. Students will take their findings and ideas and create a Prezi to share with the class. The presentation should be organized and visually appealing. Consider adding pictures or other elements to make the Prezi unique.
5. There should be at least one new slide for each element of SPEC.
6. Students will be evaluated based on the criteria outlined in the rubric.

<http://chroniclingamerica.loc.gov/lccn/sn85034438/1901-01-13/ed-1/seq-8/>>

*The times.* (Richmond, Va.), 13 Jan. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.  lcmp002 m2a27007 <http://hdl.loc.gov/loc.mbrsmi/lcmp002.m2a27007>

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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Amount of Information**  | All topics are addressed and all questions answered with at least 2 sentences about each.  | All topics are addressed and most questions answered with at least 2 sentences about each.  | All topics are addressed, and most questions answered with 1 sentence about each.  | One or more topics were not addressed.  |
| **Quality of Information**  | Information clearly relates to SPEC. It includes several supporting details and/or examples.  | Information clearly relates to SPEC. It provides 1-2 supporting details and/or examples.  | Information clearly relates to SPEC. No details and/or examples are given.  | Information has little or nothing to do with SPEC.  |
| **Mechanics**  | No grammatical, spelling or punctuation errors.  | Almost no grammatical, spelling or punctuation errors  | A few grammatical spelling, or punctuation errors.  | Many grammatical, spelling, or punctuation errors.  |
| **Originality**  | Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.  | Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.  | Presentation shows an attempt at originality and inventiveness on 1-2 cards.  | Presentation is a rehash of other people\'s ideas and/or graphics and shows very little attempt at original thought.  |
| **Sequencing of Information**  | Information is organized in a clear, logical way.  | Most information is organized in a clear, logical way.  | Some information is logically sequenced. An occasional card or item of information seems out of place.  | There is no clear plan for the organization of information.  |
| **Use of Graphics**  | All graphics are attractive (size and colors) and support the theme/content of the presentation.  | A few graphics are not attractive but all support the theme/content of the presentation.  | All graphics are attractive but a few do not seem to support the theme/content of the presentation.  | Several graphics are unattractive AND detract from the content of the presentation.  |

Amount of information \_\_\_/4

Quality of information \_\_\_/4

Mechanics \_\_\_/4

Originality \_\_\_/4

Sequencing of Information \_\_\_/4

Use of Graphics \_\_\_/4

Total \_\_\_\_/24