

Title of Session: Make History With the Library of Congress

Moderator: Leni Donlan

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Room: After School Online

EdwardWF: Hello am I in the right room for the Library of Congress?

LeniD: How about some quick introductions? You are, Edward.

MichaelH: ok by me, Leni

MichaelH: want me to introduce you?

LeniD: Sure!

MichaelH: ok

MichaelH: Hello, everyone,

MichaelH: Welcome to tonight's Learning Page Chat

MichaelH: Leni has some great resources to share with us, but let's start with some introductions so we know who each other is...

EdwardWF: HI I am Ed from Claremont CA I teach in La Puente CA High School Math

MichaelH is a social studies teacher in southwestern Indiana

MaryFT: I teach educational technology at the University of Houston (in Texas)

LeniD: Edward, I taught in Whitter for almost 20 years.

MacC: My name is Mac Carlton. I am a Tech Director in upstate New York.

DeborahCP: I teach a multiage classroom in Stockton, CA

DavidWe: I'm David Weksler's better (half/third/fifth?) I work with teachers and help them learn more about technology like Tapped In. I was in an education center with teachers from Millburn, NJ earlier today

JeffCoo: I'm Jeff Cooper, Education Technology Consultant and Tapped In Helpdesk... from Forest Grove Oregon.

TamikaE: Hello, I am Tamika. I am an undergraduate Special Education major at the University of Houston.

MichaelH: Ummm... a little bird in my ear asked me to check if everyone knew how to detach the chat window

MaryPe: Hi Tamika.

RussellLK: I'm Russell Kinley, I teach World and U.S. History at Hacienda La Puente School District in California.

LeniD: Is everyone being very quiet, or am I have technical problems? I may leave and come back in folks...

MichaelH: Leni, would you like to take a minute and we'll get everyone in line.. had some people come in late

MichaelH: I think we're ok... just a lot of folks entering right now

LeniD: I'll be right back in a different browser. So sorry. Hang on!

MichaelH: wonder if Leni couldn't see the chat?

MaryPe: Hi, I'm Mary Perrot and I teach French at Stevenson High School in Lincolnshire, IL I'm interested in this conference to tie a link between history and culture of both France and the USA.

BJB2 takes this opportunity to remind people to go to **ACTIONS** in the top right of the chat window and click on **DETACH** to make the chat easier to follow

BJB2: Leni, you can make the text larger

BJB2 . o O (if that helps)

LeniD: Thanks for your patience. So...has everyone had a chance to introduce themselves?

LeniD: Yes, that's the problem, Michael.

MichaelH: I think we're ok, Leni, let's go ahead

MichaelH: I'll PM you if you have trouble following.

LeniD: Welcome to the session, "Make History with the Library of Congress." I'm so glad you have joined us.

LeniD: I have been running online collaborative projects for the last 15 years. I began creating and conducting these projects because of what they offered my students. These are the elements that made projects work for my students:

LeniD: The project was bigger than our classroom. It involved many others and gave us a sense of national or global cooperation.

LeniD: The project offered a chance to share in meaningful ways, and seemed worth doing to my students.

LeniD: Often, the project provided a chance for students to “publish” on the Internet for a very real reason and very real audience.

LeniD: The research and other work involved had a tangible outcome as perceived by the students – they were not simply doing “assignments for the teacher.”

LeniD: Have you and your students participated in online, collaborative projects?

MichaelH: I've done some work in that area, Leni

RussellLK: Yea!!!

MaryPe: They have done internet work, but no collaborative projects.

KerenS: not so far, but am very interested

MonicaW: dido

LeniD: Russell and Michael, why did you decide to do such projects?

EdwardWF: I am very interested I see Russ doing it all the time

MichaelH: Leni, I think one of the reasons is that it makes learning come alive for students, and they facilitate more of their own learning...

MichaelH: it's not always easy for the teacher, but it's a lot more fun and rewarding (at least for me)

MaryFT: I'd love more ideas re: collaborative projects that I could share with my students for their future classroom

LeniD: I agree!

LeniD: Mary, you work with adult learners?

MaryFT: If time permits, I would really like my students to participate in a collaborative project that would prepare them for their classrooms

MaryFT: Yes Leni...undergraduate college students

RussellLK: I am a new teacher at my school with a room full of computers. If I didn't use them I was afraid they would move them to another room.

MonicaW: way to go Russell

LeniD: LOL...that's a good reason to use online projects, Russell!

GinaBi: Did you have students do mostly researching online?

MichaelH: And, the other side of that issue, is that you have to sometimes fight to get a reasonable amount of computer lab time

RussellLK: I was familiar with Blackboard and as soon as I got the password I started lessons on the computers.

LeniD: You may not realize this, but the Library of Congress offers a number of online collaborative activities. At this time, they all involve asynchronous participation, so the sense of collaborating with others may be harder for your students to feel, but the opportunity to learn about and share something real and worthwhile through a prominent national web site is very much a part of these projects.

GinaBi: Do they have projects for all grade levels?

KerenS: ...sounds powerful...

DeborahCP: Tell me more..

RussellLK: No. It is mostly readings and I make questions or ask them for a review.

LeniD: Most of the projects I'm about to share can be used across disciplines and grade levels...

LeniD: The projects all offer an opportunity to help tell America's stories and to contribute to the learning of others. Let me share the Library's interactive collaborations with you...

MichaelH: Leni...

MichaelH: let me remind everyone about staying with the chat

LeniD: Yes, Micahel?

MichaelH: Leni will show us a lot of great sites

MichaelH: click on the links to load them in a new browser window

MichaelH: but remember the chat's going on here.

MichaelH: the links will all be in the transcript, ok?

MichaelH: ok, Leni, we're ready

BJB2 . o O (you may need to hold down the ctrl key as you click on the urls)

EdwardWF: if we click in will we lose our connection

LeniD: Actually, I will be showing fewer sites tonight...and will give you some time to poke around, but thanks for alerting all, Michael

LeniD: The Great American Potluck invites your students to submit those cherished family recipes that recall home and family and tell why these recipes are so dear. As you will note, the recipes tell of the diversity of the nation's people. Take a look...

MichaelH: no Ed, you should be ok... but you may have to hold the CRTL key if you use a popup blocker

LeniD: <http://www.loc.gov/learn/features/immig/ckbk/index.html>

MaryPe: Very neat. Never knew this existed.

MonicaW: fabulous!

LeniD: I can highly recommend some of the recipes

LeniD: Others, require our disclaimer...make them at your own risk

LeniD: How might you use this project with students? What learning goals could be met?

GinaBi: It could be part of a multicultural unit

LeniD: Definitely!

MonicaW: will this site be up for an extended period of time?

GinaBi: Learning goals such as comparing the foods and traditions of different cultures

MaryPe: In terms of a French connection, I would see if there were any via the recipes and then seek out the French roots of the region.

GinaBi: That's a good idea

LeniD: Wonderful, Mary.

MaryPe smiles

LeniD: Monica, we expect it to be up for many years.

MonicaW: you could have students try some of the recipes for a hands-on cultural activity and share in class

MonicaW: thanks, Leni

LeniD: Good idea, Monica. Sounds like fun!

LeniD: It's a wonderful way for students to introduce their cultures and family traditions, too...on a personal level.

DeborahCP: While studying world history, you could search for recipes of a place to get a sense of the food resources available there.

GinaBi: students could also bring in some of their own cultural backgrounds into play by explaining food and traditions to the class

LeniD: Exactly!

LeniD: Other thoughts?

RussellLK: Would anyone risk a food day at school? My school is small.

SusanR: our school usually has a multicultural week...involves food sampling

MichaelH has done it, but not for the entire school

MonicaW: I have done that with adult learners

EdwardWF: seems we could bring in the climate and geography of what types of foods different cultures use

LeniD: I used to have a potluck dinner at the culmination of family studies. Worked well in upper elementary.

ChristinaT: Will the American recipes be extended into international one? I am from Taiwan, and wonder if I can ask my students to add a few from Chinese cuisine?

LeniD: Yes, there is MUCH that can be learned from this, Edward.

LeniD: Of course, Christina.

LeniD: Most of the international recipes were contributed by American students, but some came from international participants.

LeniD: Any further thoughts before I share another project?

LeniD: OK...moving along...

LeniD: For what famous product or industry is your city famous?

LeniD: In The Branding of America, we invite your students to first learn about name-brand products from across the country, then to share those products or inventions originating in their own community. What an opportunity to put one's hometown "on the map"! Take a look....

ChristinaT thanks to Leni.

LeniD: <http://www.loc.gov/learn/features/branding/index.php>

LeniD: For what am I receiving thanks, Christina?

MaryFT: Wow, I didn't know about the Borden milk -Galveston connection

ChristinaT: For informing me that Chinese recipes can be added, and I have checked the link for submission.

LeniD: There are some very interesting primary source connections to various parts of the country, Mary.

LeniD: You are welcome, Christina.

GinaBi: The Inventor's Hall of Fame is in Akron --- it's a very interesting museum

LeniD: I haven't had the pleasure of visiting, Gina, but have heard good things

LeniD: How could you use this project with your students?

MonicaW: there is a link for teaching ideas on the bottom

LeniD: Yep

GinaBi: For social studies, the lesson could revolve around the importance of certain inventions and how they've impacted American society over the years

LeniD: Definitely, Gina.

EdwardWF: well we can show why these brands developed where they did like the Levi's for the 49er's in San Francisco

DeborahCP: I would use the teaching idea link about tracking ads through time to help students view information critically.

GinaBi: That's a great idea

DavidWe . o O (that line came out okay)

LeniD: It presents an opportunity to think about WHY certain brands came from certain areas...

LeniD: Levi's products are a great example of products meeting needs.

MaryPe: I would look to see if there were any stereotypes and expand on American views of others cultures throughout different eras.

LeniD: Other thoughts? (what did I miss, David?)

GinaBi: That's true, and students would likely be very interested in products that they have experience with

EdwardWF: and Sunkist down in the old citrus belt in Riverside CAL

LeniD: Yep

ChristinaT: The branding site is interesting! I clicked on the states where I have been, and surprised to find many sweet memories coming to my mind with the images and info popping up at the site.

LeniD: I'm pleased to hear that, Christina!

LeniD: So the project presents an opportunity to "tour the states" through its products!

GinaBi: Great idea

LeniD: Shall I move on to the next project or do you want to think further about Branding?

ChristinaT: Yes, please.

EdwardWF: And see the History because there are not near as many orange trees in Southern Cal as there use to be

LeniD: So true, Edward. I know I'm giving my ancient age away, but I remember those endless orange groves in Riverside when I was a kid.

LeniD: I suspect they have been replaced by houses and strip malls

EdwardWF: LOL

LeniD :-)

LeniD: Moving along...

LeniD: The lesson, America Dreams, has been online since 1998. In the years since it was published, it has collected scores of students' dreams – for themselves, their families, their nation and the world. It has been interesting to see how the recorded dreams have changed over these years, particularly since 9/11.

LeniD: Perhaps using this lesson would be useful in your curriculum. Perhaps, just using the Wall of Dreams would meet some of the learning needs of your students? Take a look and see what you think...

GinaBi: I actually found that lesson on a website last week and it looks very interesting

LeniD: Wonderful!

LeniD: America Dreams

LeniD: <http://memory.loc.gov/learn/lessons/97/dream/index.html>

LeniD: The Wall of Dreams

LeniD: <http://memory.loc.gov/learn/features/amproject/wall/index.php>

GinaBi: This could easily relate to a Social Studies or Language Arts class

LeniD: Yes, I agree, Gina.

LeniD: The dreams are interesting...

LeniD: from the house, two kids and two cars...

LeniD: to some really insightful thoughts.

KerenS: it would be powerful to see how student's dreams reflect the culture of their state/region.....

KerenS: CA dreams (the few that I looked at) were very different than those of students in Virginia....

MaryPe: It was interesting to see postings from other countries

LeniD: It would...I wonder if there is enough here, now, to do such a comparative study?

LeniD: Good point, Keren.

LeniD: Mary, we have gotten a lot of dreams from international participants...

LeniD: many of them have been unpublishable, but were telling to the staffers who read them.

DeborahCP: You could use the wall of dreams as an example and create a classroom wall as a getting to know you activity.

LeniD: Great idea, Deborah!

KerenS: Leni - interesting about the intern. posts.....unpublishable in what way?

MaryPe: A great idea. A language teacher could use the int'l posts as a way to see that country's perspective in relation to us.

LeniD: Exactly.

EdwardWF: Mary great idea how different cultures view their hopes

MaryPe: Is there a way to contact the "dreamers"?

LeniD: Because most of them are minors, we are not able to release e-mail and identifying information, Mary.

MaryPe: Just thought it might be a way to establish a class/class chat relationship

LeniD: That would be an interesting extension, but I don't think the Library of Congress is ready to allow that kind of exchange, yet.

MichaelH: Leni, maybe teachers could leave THEIR contact information, and relay stuff to kids

MaryPe: Are most of the users from a classroom setting or on their own or can you tell?

LeniD: Good idea, Michael. Maybe it's time to update the form to collect such data.
Thanks for the suggestions

LeniD: It's a mix, Mary. It's pretty obvious that many of the submissions were part of a class project...

LeniD: and many appear to be from home schooled youngsters...

LeniD: but many are from students on their own (I envision in the Library or computer lab) who stumble across the project.

BJB2: a reminder that Leni leads a monthly Library of Congress Learning Page Chat once a month, starting in September, so check your calendars!

LeniD: I have just enough time to share the last project. Ready?

MonicaW: yes

MaryPe: oui

LeniD: Thanks

LeniD: Our newest collaborative project invites students to help tell the stories of “Today’s Immigrants” in an effort to understand immigration patterns and their effects in the latter part of the 20th and early years of the 21st century. Take a look at the interviews that have been collected. The authenticity and caring in these shared stories make them impressive. See what you think...

LeniD: Interviews with Today’s Immigrants

LeniD: <http://memory.loc.gov/learn/features/immig/interv/index.html>

LeniD: Select a region of the world, click “show me” and then choose an interview to read...

LeniD: <http://memory.loc.gov/learn/features/immig/interv/toc.php>

MaryPe: What a great site to give some perspective to my high schoolers.

LeniD: Though the project has been up for some time, it is just beginning to collect student participation. How could this one be used?

LeniD: Thanks, Mary.

GinaBi: Examine immigration patterns of today, and look at possible reasons for immigration based on the interviews presented

MichaelH: definitely a good oral history project, Leni

MichaelH: would teach interview skills

EdwardWF: wow I just read the story of a boy that snuck across the border and went 3 days without water

LeniD: Yes, it is that. I talked with the teachers, and they felt it created some really powerful learning.

DeborahCP: As part of a unit on tolerance and differences.

LeniD: Edward, it was hard to publish some of these, but it seems that the story should be told as it is. Thoughts?

LeniD: Yes, that could work, Deborah.

ChristinaT: The immigration is wonderful! I will see how much I can incorporate it into my EFL class for the college students.

MaryPe: Yes, it should. Think about Spielberg's Shoah project.

LeniD: Terrific, Christina.

LeniD: True, Mary.

EdwardWF: Leni I think it does a lot of things one lets the kids know what we have here and how so many want what some do not appreciate and gives a lot of understanding to those that are new here

LeniD: You can tell that the age range of participants was pretty broad.

LeniD: True, Edward. I thought the comments of adult immigrants about values were pretty interesting, too.

KerenS: There are some great resources under theresources tab on the front page

LeniD: Yes, all of our projects have resources, Keren. Thanks for mentioning that

MaryPe: I will recommend this site to my ESL colleagues. We have so many new students who are arriving at our high school with little to no English and no sense of school culture.

LeniD: We will continue to expand our requests to teachers and their students to help “make history” with the Library of Congress. We do hope you will answer the call.

MichaelH: it's been fun though!

MaryPe: This was great. Thanks so much.

LeniD: Thanks, Mary.

MonicaW: thanks, Leni

GinaBi: Thanks Leni!

DeborahCP: Thanks.

MacC: Thanks Leni.

LeniD: Thank you for joining us this evening. I hope the festival has been a wonderful experience for you! Join Library of Congress staff in future chats during the 2005-2006 school year. Our first monthly chat will be on Sept. 15. We will be sharing Library of Congress resources for teaching about the constitution! Hope to see you back then...

KerenS: Thanks so much Leni -- very, very informative -- thanks to all for a great festival!

ChristinaT thanks to Leni for introducing such interesting projects: "I rarely think that history can work so rich with EFL learners."

LeniD: My pleasure. Thanks for joining me this evening!

LeniD: I'm glad this was useful, Christina.

SusanR: Thanks Leni..always informative

LeniD: Thanks, Susan:-)

LeniD: Night all...

SusanR: Well does this bring the Festival to a glorious ending

LeniD: My pleasure, David. Thanks!

MacC: Thanks BJB. This was obviously a great deal of work in preparation, and it was wonderful.

LeniD: Come back again, Edward.

LeniD: I'm so glad to hear the festival was a success!

RussellLK: Thanks for all the great websites I will use some of this tomorrow!!

BjB: **|** ANNOUNCEMENT:** The Tapped In Festival 2005 is drawing to a close. The Tapped in team thanks everyone who participated! ****|**