

**Title of Session:** Library of Congress Learning Page Chat - Native Americans

**Moderator:** Leni Donlan

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Room: After School Online

**BJ:** Welcome to tonight's Library of Congress Learning page Chat...

**BJ:** the topic tonight is Native Americans

**BJ:** We usually start discussions with introductions

**NancySa:** hi. I'm Nancy...pre-service teacher at University of Houston

**BJ:** o O ( a reminder that private greetings and comments should be made with the private message feature )

**AmyLD:** I am a student at the University of Houston

**KathyHoa:** Hello, My name is Kathy and I am a pre-service teacher at the University of Houston

**JohnSunC:** hello, I am a pre-service teacher, too from the University of Houston

**KenM:** Hi, I'm Ken and I'm also a pre-service teacher from the University of Houston

**FeliciteP:** Hello everyone, my name is Felicite and I am a Pre-Service teacher at the University of Houston.

**BJ:** I'm an art teacher In Pennsylvania and a helpdesk volunteer for Tapped In

**FrederickN:** I'm Ricky and a preservice teacher at the University of Akron

**KathleenR:** Kathleen, high school Resource Room teacher, NYC and doctoral candidate

**MarbeliaS:** Hi I'm a pre-service teacher from the University of Houston

**JennyM:** I'm Jenny a veteran teacher in Indianapolis

**JulieCH:** hi, Julie pre-service language arts middle/secondary endorsement at University of Oregon

**TammyB:** Hi I'm Tammy and I teach 8th grade History in SC

**MireyaM:** I'm a preservice teacher at the University of Houston.

**SharonLH:** Hi, I'm Sharon, also a pre-service teacher, at the University of Oregon. Will be teaching high-school English... (and probably Social Studies)

**TimFl:** I am a preservice teacher in Oregon

**AmandaC:** Hi. I'm Mandi. Fourth grade teacher from South Carolina.

**MoniqueP:** I am a pre-service teacher at U of H

**MGst17:** Hi - I'm a Digital Reference Librarian at the Library of Congress

**LeniD:** Any other introductions?

**LeniD:** I'm Leni Donlan. I was a teacher "out West" for longer than I care to tell you I am now the coordinator of the Learning Page project at the Library of Congress

**SusanR:** I am a K to 8 Occasional Teacher from Canada

**LeniD:** I'd like you all to get comfortable and ready to give me your full attention.

**LeniD:** I have a great deal to share! Ready?

**BJ** buckles her seat belt

**LeniD:** Good idea, BJ!

**SusanR** listens intently

**SharonLH:** Ready.

**LeniD:** Tonight, I'd like to share resources about Native Americans from the Library's many Web sites. I'd also like to hear where and how in your curriculum you deal with this sensitive topic.

**LeniD:** Let's begin with some "background information" from the Learning Page Feature Presentation, Immigration...The Changing Face of America.

**LeniD:** Let's zoom in on the section about Native Americans:

**LeniD:** [http://memory.loc.gov/ammem/ndlpedu/features/immig/Native\\_american.html](http://memory.loc.gov/ammem/ndlpedu/features/immig/Native_american.html)

**LeniD:** Note the timeline on the right...

**LeniD:** And the globe on the left...

**LeniD:** click on the globe to bring up an interactive map that shows the decimation of Native American lands in the United States. (requires the Flash plug in)

**LeniD:**

[http://memory.loc.gov/ammem/ndlpedu/features/immig/Native\\_american\\_map.html](http://memory.loc.gov/ammem/ndlpedu/features/immig/Native_american_map.html)

**LeniD:** Excellent Are you viewing the map, then?

**LeniD:** What does this tell us about "Manifest Destiny"?

**KenM:** yes I am, that is amazing and sad

**LeniD:** I agree, Ken.

**JohnSunC:** nice map, nice html coding on the time line

**FrederickN:** great map and nice visual tool

**KenM:** Manifest Destiny was an unjust process brought on by ethnocentrism

**JulieCH:** manifest destiny

**LeniD:** It had devastating outcomes for the Native American.

**KenM:** the way one culture imposes its will on another, a true travesty

**LeniD:** If you want to learn more about the government's actions...

**MireyaM:** The whole concept is discriminatory because it was only beneficial to white men at first.

**JulieCH:** it killed millions of Native Americans

**SanaM:** great animation

**LeniD:** visit the American Memory collection, A Century of Lawmaking..

**LeniD:** Indian Land Cessions in the United States, 1784-1894.

**LeniD:** <http://memory.loc.gov/ammem/amlaw/lwss-ilc.html>

**LeniD:** This Learning Page presentation on Immigration, especially the Native American section is a good place to begin studies of this topic.

**LeniD:** Your students may enjoy the quiz about Native American place names.

**JillG:** Indian Land cessions

**FeliciteP:** Where can we find the quiz?

**LeniD:** [http://memory.loc.gov/ammem/ndlpedu/features/immig/na\\_voc.html](http://memory.loc.gov/ammem/ndlpedu/features/immig/na_voc.html)

**KimberlyBo:** I like how you can browse by date, tribe or state. That would be useful.

**JenniferGr:** This seems very comprehensive. It would definitely be a good classroom resource.

**LeniD:** Kimberly, I'll get to that in another part of the chat

**JulieCH:** yes, I like this quiz, and great colors on the graphics

**JohnSunC:** it is sad the Native Indians were decimated, then they only remained on lands that were not appealing due to the geography

**AmandaC:** I love the timeline on the right side.

**LeniD:** And don't forget to try this simple (classroom tested) recipe for Indian Fry Bread from the Great American Potluck!

**ChristinHL:** this is great for kids

**LeniD:** <http://memory.loc.gov/ammem/ndlpedu/features/immig/ckbk/recipe.php?rid=17>

**KenM:** that quiz is wonderful interactive tool

**JillG:** I like the quiz

**LeniD:** Thanks!

**LeniD:** Also on the Learning Page is the American Memory Timeline Feature Presentation:

**KathyHoa:** It is very interactive

**KenM:** it's given me some great ideas

**LeniD:** <http://memory.loc.gov/learn/features/timeline/index.html>

**ChristinHL:** this is a fun recipe to share with kindergartners

**SanaM:** I would definitely use this in a higher grade classroom

**LeniD:** Of special note for our topic tonight are...

**LeniD:** Colonial Settlement:

**NancySa:** I like that it also gives a variety of recipes from different regions

**KimberlyBo:** This page would be good practice for students.

**LeniD:** <http://memory.loc.gov/learn/features/timeline/colonial/indians/indians.html>

**LeniD:** and...

**LeniD:** The New Nation:

**LeniD:** <http://memory.loc.gov/learn/features/timeline/newnatn/Nativeam/Native.html>

**KenM:** wow these are some great resources. I'm getting so many ideas just by looking at these url's

**KathyHoa:** there are so many different resources on Native Americans here!

**FeliciteP:** Does this site give the real history of John Smith and Pocahontas?

**MireyaM:** There is a lot of factual information that can lead to great discussion in a classroom.

**LeniD:** Another Feature Presentation, Elections: The American Way ...

**KenM:** I like it because for one of the few times you are getting the Native American's perspective on things

**LeniD:** <http://memory.loc.gov/learn/features/election/voters7.html>

**LeniD:** John Smith and Pocahontas are coming up

**TammyB:** I just saw the real history of Pocahontas, that's great, Disney did a number on that piece of history

**LeniD:** Are you looking for "ready made" lessons to use with your students? Here are two that can stretch from upper elementary to high school

**KathyHoa:** there are many interesting puzzles and activities for students

**CarolynDL:** This page is a great resource for teaching about the Native Americans

**SanaM:** I like how it flows into the American Revolution

**KenM:** Leni, that last URL was so interesting. It seems like the Native Americans had the idea of democracy before the American colonists had

**LeniD:** Indian Boarding Schools

**LeniD:** <http://memory.loc.gov/learn/lessons/01/indian/index.html>

**MatthewT:** I think the quiz is a good way to incorporate geography

**KenM:** who would've known that, this is history that has never been taught

**LeniD:** Reservation Controversies

**LeniD:** <http://memory.loc.gov/learn/lessons/97/reservation/teacher.html>

**KenM:** the Indian Boarding schools could be easily connected to LEP students

**JenniferGr:** I really like the voting link, because it shows how the voting process affected many different types of people.

**LeniD:** We try to present the resources of the Library with a balanced point of view.

**LeniD:** We try to present the resources of the Library with a balanced point of view.

**KenM:** As the Native Americans were being forced to assimilate, today's immigrants are sometimes pressured to do so also. I would love to connect that into the classroom

**LeniD:** If you are looking for a bibliography to use for the study of Native Americans, you will find "Read More About Its" with several American Memory collections, and a bibliography from the Learning Page Community Center:

**JulieCH:** how do you create that balance?

**MireyaM:** I'm not sure if human beings will ever learn to live in peace with one another. What actually is a balanced point of view?

**LeniD:**

<http://memory.loc.gov/learn/community/bibliography/Nativeamerican/viewnabib.php>

**LeniD:** The materials on the Learning Page have been well researched, Julie.

**GailP:** And we would like to invite you to add your own entries to our bibliography. That will help make it balanced!

**LeniD:** Right, Gail

**SanaM:** I still think that this would be a bit past elementary level

**JohnSunC:** check out the title "civilizing the Native spirit"

**LeniD:** How about some resources that your students can use independently?

**KimberlyBo:** The bibliography would be a great resource to find more information

**ChristinHL:** thank you for the bibliog. I really needed "true" books to use in the classroom

**LeniD:** From America's Library (for children)

**GailP:** I've worked 30 years - mostly elementary - and I think you can easily choose "parts" of what lessons have to offer.

**LeniD:** Chief Little John and the "Trail of Tears":

**TammyB:** Anybody ever read The Education of Little Tree, great piece of lit. to use

**LeniD:** [http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/nation/tears\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/nation/tears_1)

**CarolynDL:** the learning page has some good info for students

**KenM:** The Trail of Tears, that's an awesome idea for a lesson

**LeniD:** Jackson Signed the Treaty of Fort Jackson

**SanaM:** I have noticed that students love stories about Native Americans

**LeniD:** [http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/nation/ftjack\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/nation/ftjack_1)

**KenM:** you really get the sadness from this time for the Native Americans

**MarbeliaS:** I know students really like to hear about Native Americans

**LeniD:** John Smith Became a Leader of Jamestown

**NancySa:** they offer several interesting stories

**JohnSunC:** that is a great lesson, often force not choice is a determining factor, that shapes cultures

**LeniD:** [http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial/smith\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial/smith_1)

**SanaM:** the beliefs they have and stories they tell are very interesting

**KimberlyBo:** students are generally interested in history of Native Americans

**LeniD:** Also from America's Library, Meet Amazing Americans...Pocahontas

**JillG:** this is some good, exciting material

**LeniD:** <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/all/pocahonta>

**JohnSunC:** there you go , a true story about Pocahontas

**KenM:** a child would so much rather be read a story than to be presented a dry bland lecture. These books are a great idea

**LeniD:** What a thoughtful group you are! I'm appreciating your comments, folks

**FeliciteP:** Everything is moving so fast, I'm glad that we are e-mailed a copy of this!

**CarolynDL:** my students are fascinated about the Native Americans and it is hard to find things that kindergarten students can use that is not stereotypical

**JillG:** it's great for students to have a chance to learn about Indians in a way other than writing boring reports

**KathyHoa:** The America's Library for children is great!

**MattAL:** I really enjoyed the quiz, very interactive

**ChristinHL:** the girls would love this site about Pocahontas

**KathyHoa:** It is easy to navigate and very easy to read

**MarbeliaS:** yea these sites are great

**LeniD:** Today in History offers the following:

**AmandaC:** Our fourth grade reads a novel about Pocahontas. I think it loses the real information about her. These bits of information are much better...and allows you to cover more people.

**CindyGst1:** thanks Leni

**ChristinHL:** it has something for both boys and girls

**GailP:** We're so happy to hear all of your comments about America's Library!

**LeniD:** The Creek Indians Surrender:

**CarolynDL:** the info about Pocahontas is really interesting

**LeniD:** <http://memory.loc.gov/ammem/today/aug09.html>

**SanaM:** it is great to find online resources to further expand the research on Native Americans

**LeniD:** Wounded Knee Massacre:

**JenniferGr:** effective teaching is all about gaining students' interest which could easily be done with the information provided on these sites

**CarolynDL:** I like the America's library because of the ease of use and wide variety of sites

**LeniD:** <http://memory.loc.gov/ammem/today/dec29.html>

**SanaM:** Leni: thank you so much for providing us with these great websites

**LeniD:** Custer's Last Stand:

**LeniD:** <http://memory.loc.gov/ammem/today/jun25.html>

**SloanH:** There's so much out there. The problem is finding time to check them all out.

**MattAL:** thanks a lot!

**GeorgeBumD:** time is always crucial!

**NancySa:** I like the information that they give...it's brief...but it covers the main points

**CarolynDL:** thanks for the resources they are great

**LeniD:** I'll just keep showing you more, more more...

**SanaM:** I like the "today in history"

**MattAL:** keep 'em coming

**GailP:** Go, Leni!

**LeniD:** Chief Joseph Surrenders:

**MichelleT:** This are great resources

**JulieCH:** yes, no time!

**KenM:** wow, these books really demonstrate how the U.S. were the aggressors in this push for expansion westward

**AmandaC:** Sloan, You are right there is so much to choose from.

**KimberlyBo:** It would be interesting to find out what students think is true before you teach them.

**MarbeliaS:** Thanks Leni

**LeniD:** <http://memory.loc.gov/ammem/today/oct05.html>

**JillG:** wow, I love that story

**JohnSunC:** history that relates, to every day nice

**LeniD:** Citizenship Granted:

**MireyaM:** Maybe the catch is presenting the correct information without attacking all of the negativity that goes with trying to correct previous wrong information.

**LeniD:** <http://memory.loc.gov/ammem/today/jun02.html>

**GeorgeBumD:** also, a great text to pull information from is A People's History of the United States

**FeliciteP:** That's a good way to start a lesson Kimberly.

**KenM:** I think it's so important to demonstrate that no country, even one as esteemed as ours, is perfect. We have blots on our history as well.

**LeniD:** Agreed, George. We use that for much of our research on Immigration

**GailP:** I think it is important to give the kids the "primary source" information and let them think about what it really means to them!

**AmandaC:** The quotes from Today in History are such a great beginning point to have students inquire about what was going on.

**GeorgeBumD:** super!

**LeniD:** And from the Library's American Treasures Exhibit comes:

**LeniD:** An American Pastime:

**CindyGst1:** now I know why our instructor instructed us to visit

**LeniD:** <http://www.loc.gov/exhibits/treasures/tri056.html>

**KimberlyBo:** We definitely have blots in our history and it is important to teach these- and learn from past mistakes.

**SusannaL:** how do you teach correct history without stepping on administrators toes?

**LeniD:** Cherokee Newspaper:

**SanaM:** I really like the real life portraits

**AmandaC:** Teach and ask forgiveness later.

**KenM:** exactly **KimberlyBo**, or history may repeat itself. I mean what else is history for?

**LeniD:** <http://lcweb.loc.gov/exhibits/treasures/trr125.html>

**LeniD:** LOL, Amanda!

**LeniD:** Courting Flutes:

**GeorgeBumD:** it is always important to consider who is writing history and from what perspective they see events

**LeniD:** <http://www.loc.gov/exhibits/treasures/tri006.html>

**GailP:** The standards say teach using a variety of sources  
**KathyHoa:** Students can actually see real exhibits online!  
**AmandaC:** Textbooks write what they want you to know...very political...LOC gives you just the facts!!  
**NancySa:** good point George  
**LeniD:** If you teach about Native Americans of the Pacific Northwest...  
**TammyB:** Cherokee Newspaper kinda blows the savage theory, huh  
**KenM:** these hidden Native American treasures are ideal for cultural appreciation  
**JulieCH:** and teach to all of the intelligences  
**JillG:** teach the basics and use lots of sources  
**LeniD:** Don't miss the Learning Page Collection Connection, American Indians of the Pacific Northwest (which will take you right into the American Memory collection):  
**SanaM:** yes, history can be shared with a lot of view points but the true one is the most important one  
**LeniD:** <http://memory.loc.gov/learn/collections/pacific/index.html>  
**FeliciteP:** Right George, there are several versions of each story. It just all depends on who you ask.  
**GeorgeBumD:** definitely!  
**LeniD:** While in the collection itself, do NOT miss the Special Presentation, Ten Illustrated Essays. They are wonderful!  
**LeniD:** <http://content.lib.washington.edu/aipnw/essays.html>  
**JillG:** I agree that the true one is the important one to teach, but, as Felicite said there are several versions. most people will tell you their version is true  
**JenniferGr:** I think it is important to show the students a variety of viewpoints so that they can get the full picture.  
**FeliciteP:** You are right Amanda. They have to write what they know will not cause controversy.  
**SanaM:** I like how the lesson plans are organized alphabetically  
**DorisGst19:** We are just starting to study indigenous peoples of the western hemisphere in our fifth grades, also connecting to nonfiction, so I will be checking out these great American Memory resources.  
**LeniD:** Point of view is part of life...and part of history.  
**JulieCH:** pictures are worth a thousand words! especially history pictures!  
**SanaM:** I agree Julie  
**LeniD:** It is important that our students understand that events are seen in many ways but different viewers, yes?  
**CarolynDL:** the info in the LOC is a great way to teach kids about the rich Native American cultures  
**MireyaM:** That's what we do in everyday life. We listen to several stories, and then we decide what we want to believe. I think that we should teach children to do the same thing.  
**GeorgeBumD:** are any of you introducing your students to the notion of oral traditions  
**SanaM:** these pictures are very realistic  
**LeniD:** Take a look at this Exhibit:  
**LeniD:** In the Beginning was the Word ... The Russian Church and Native Alaskan Cultures

**FeliciteP:** But it's hard to know what the true one is Sana if you weren't there. We can only piece together the stories and hope that we are getting the truth.

**LeniD:** <http://www.loc.gov/exhibits/russian/russch0.html>

**KenM:** this is true Leni. We need to teach our children that in order to be informed they must hear from more than one source

**SanaM:** in these websites, you can start at one point and end up somewhere completely different, but it is nice how much information you can gain on they way

**LeniD:** Don't miss the Ameritech collaboration with the Denver Public Library:

**JillG:** yes, it is important to show students every side of the story

**LeniD:** History of the American West!

**LeniD:** <http://memory.loc.gov/ammem/ndlpedu/collections/amwest/>

**SanaM:** I would definitely try this in my classroom\

**LeniD:** Don't miss the Special Presentation about Native American Women:

**LeniD:** <http://photoswest.org/exhib/gallery4/leadin.htm>

**JillG:** the tricky part comes in when showing students different views of the story and letting them think for themselves from there

**SharonLH:** Giving students the power to think for themselves is the most important part of our jobs.

**MichelleT:** this information really will educate my students on a realistic Native American history

**GeorgeBumD:** a bit, but actually I teach Spanish. we've worked with understanding the fact that dialects existed before official languages in nations.

**LeniD:** You are right, Jill...and that's what teaching is all about

**LeniD:** And then...there is the collection, Edward S. Curtis's The North American Indian:

**FeliciteP:** We have to teach them not to believe everything that they read, but to instead research the facts.

**KenM:** that's great. It occurs way too often that women are ignored in our social studies curriculum. We really need to stress more women's accomplishments

**LeniD:** Right, Ken

**LeniD:** <http://memory.loc.gov/ammem/award98/ienhtml/curthome.html>

**CarolynDL:** how true. It is so important to let students think and discover for themselves

**LeniD:** The Curtis collection includes such treasures as:

**LeniD:** Edward S. Curtis in Context

**LeniD:** <http://memory.loc.gov/ammem/award98/ienhtml/special.html>

**LeniD:** a wonderful subject guide

**LeniD:** <http://memory.loc.gov/ammem/award98/ienhtml/guides.html>

**KenM:** the word controversial really has me wanting to read about Edward Curtis. How much more engaged can you get than that?

**LeniD:** and a geographic guide

**LeniD:** <http://memory.loc.gov/ammem/award98/ienhtml/tribes.html>

**NancySa:** these links have great images!

**KathyHoa:** wow...there are a lot of image here!

**LeniD:** I'll give you time to poke around a bit

**AmandaC:** amazing picture



**GailP:** You might also want to check out the Lewis and Clark Community Center - many of the resources we featured there connect perfectly with the Native American theme.

**GailP:** [http://memory.loc.gov/ammem/ndlpedu/community/cc\\_lewisandclark.php](http://memory.loc.gov/ammem/ndlpedu/community/cc_lewisandclark.php)

**JohnSunC:** nice photography, and explanations

**SanaM:** there are great geographical locations that help you find where all these Indians were located

**NancySa:** this is a great site...includes a variety of tribes that is often hard to find in books

**JenniferGr:** I have never seen such great NA photographs. These really tell their story!

**KenM:** wow, how cool is that. A chat with Lewis and Clark. I see a lot of great ideas coming out of that collaboration session

**LeniD:** There is much, much more...

**LeniD:** Go to the Learning Page Community Center:

**LeniD:** The People...Native Americans

**LeniD:** [http://memory.loc.gov/learn/community/cc\\_Nativeamerican.php](http://memory.loc.gov/learn/community/cc_Nativeamerican.php)

**CindyGst1:** this is really a neat way of exploring all the things you can do... like someone said, it takes time

**LeniD:** to find all that I have shown and more!

**KenM:** there is so much out there. There's really no excuse for me not to present an engaging lesson with all these resources at my disposal

**NancySa:** I like all the extra links that are given on each site

**LeniD:** It does take time. On the Learning Page, we try to pull the resources together for you in interesting ways.

**SanaM:** wow, I really like the idea of live chat

**SanaM:** is registration free?

**KenM:** a live chat would really get the ideas flowing

**TammyB:** All these resources will make my job a lot easier

**KenM:** collaboration with other teachers always helps

**GailP:** Here is a great map showing Indian Reservations West of the Mississippi in 1923

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER%2B@band\(g4051e%2Bmf000045\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER%2B@band(g4051e%2Bmf000045)))

**CarolynDL:** beautiful pictures of Native Americans.

**AmandaC:** I agree, the chat is really showing me more than I could find quickly on my on.

**FeliciteP:** Ken sometimes that's a double edged sword as in we have so much information out there that we can use, but on the other hand it is hard to choose what is appropriate for our students.

**LeniD:** We are glad the chat was helpful.

**KathyHoa:** This page is great...it shows all the resources on one page

**MarbeliaS:** this is a great site

**LeniD:** Your feedback and ideas are helpful to US!

**CarolynDL:** how true too much info can be overwhelming.

**MGst17:** **SanaM** - registration is free

**KenM:** well Felicite we all know for the most part what can be used and is engaging. We can choose what is appropriate and not appropriate our ideal for our children

**LeniD:** You will have all these links in the transcript to explore at your own pace,

**CarolynDL:** thanks for all the great links

**JohnSunC:** As an elementary teacher I find that we are encouraged to teach the P.C. version of American Indian history. Until middle school the curriculum does not reveal the level of genocide or injustice done by the American culture.

**LeniD:** On December 18, we will be sharing resources for Science and Invention. Mark your calendars!

**MireyaM:** It is a great idea to have these sessions. Teachers all over should participate.

**KathyHoa:** Thanks Leni!

**SanaM:** thanks Leni

**JillG:** awesome

**FrederickN:** thanks leni

**LeniD:** You are all very welcome. We thank YOU for joining us tonight.

**MichelleT:** I'm am going to share this transcript with the other teachers at my school

**JohnSunC:** With all these websites I know I could pick a few and design a web quest related to American Indians.

**FrederickN:** great idea John

**KathyHoa:** That is a great idea **MichelleT**

**SanaM:** it was great chatting with you all tonight

**KenM:** Leni, this was the best chat yet for me

**GailP:** Start small - it will be doable!

**CarolynDL:** neat idea about the webquest

**FeliciteP:** Like I said before, the textbooks have to write what the Government believes is the truth, and what they think is the right truth for us.

**JohnSunC:** Leni do you have any suggestions or places where we can get web quests?

**MGst17:** All you teachers are AWESOME!

**KenM:** all these resources just sparked that creativity light

**JenniferGr:** Thanks a lot! I now have a ton of new resources.

**AmandaC:** good webquest question

**JillG:** thanks for all the great ideas and thoughts

**DorisGst19:** In quickly checking over some of the sites mentioned here, I see lots of Native American Indian groups/tribes. How can one ever teach/study this group of people with so many choices? What are the essential questions we should be having students investigate and how best can we use these resources?

**JillG:** split up into groups maybe

**JillG:** certain parts of the country or certain achievements

**LeniD:** John, some of the Learning Page lessons are WebQuests...and the WebQuest site in San Diego is the Mother of this resource, of course

**JillG:** it is hard though

**GailP:** Doris - that is a great question! I'd love to hear your answers!

**BJ:** go to [www.webquest.org](http://www.webquest.org)

**JohnSunC:** we can use some of these websites to teach the tip of the iceberg then lean on to in-depth discussions about culture, thought process, oppressions effects on people. etc...

**BJ** . o O ( Bernie Dodge's webquest site )

**JohnSunC:** thanks BJ

**AmandaC:** Kathy Schrock has good info about building your own webquest

**SanaM:** I'm sure these websites would be great resources to create your own webquest

**FeliciteP:** **LeniD** do you feel that teachers should still use textbooks seeing as though they usually don't give the whole truth? Do you think it would be better to have students research topics on their own? Or you as the teacher could provide them with several sites to view.

**BobL:** Are any of you using the LOC with your students at this time? What do the students think?

**LeniD:** Felicite, I always want to put students in charge of their own learning.

**GailP:** We have an online newsletter called the Source - If you have some great ideas to share, we'd love to hear from you!!

[http://memory.loc.gov/ammem/ndlpedu/community/am\\_newsletter/index.php](http://memory.loc.gov/ammem/ndlpedu/community/am_newsletter/index.php)

**MGst17:** If you have questions, you can go to the Library's web site <[www.loc.gov](http://www.loc.gov)> in the bottom left corner you will find a Ask a Librarian service.

**NancySa:** with our students...they researched their Native American tribes using a variety of sources, including the text...we did not limit them to only one resource

**KenM:** I would use the textbook strictly as a resource, not the main attraction

**LeniD:** Textbooks are but one resource...the teacher's job is to provide as many resources as possible and to help guide students'

**LeniD:** in their thinking.

**DorisGst19:** Lately I've focused on writing, using a compare and contrast focus with graphic organizers. At fifth grade some students are at a literal, concrete level while others can delve into more abstract, or 'big' questions. I can see using pictures from these sites to make a visual compare/contrast instead of a written project or response.

**AmandaC:** Depending on what I am doing, I share the LOC with my 4th graders. As I grow more comfortable with it, they use it more

**FeliciteP:** I think students learn more when they are interested in something and involved in their own learning process.

**CarolynDL:** I agree

**KenM:** so true Felicite, so true. It has to be fun and engaging or they'll fall asleep and look elsewhere

**FeliciteP:** Great idea Doris.

**LeniD:** Right on, Ken and Felicite.

**KenM:** the teacher plays such a huge role in the classroom

**LeniD:** What a great audience you were! Any further questions for us?

**NancySa:** no...you provided us with so much information in such little time....THANKS!!!

**SusanR:** Thank you Gail and Leni..a wealth of historic photographs and documents to use in a classroom setting

**KenM:** thanks so much Leni, we have so much for our teacher toolbox, we're rearing to go

**LeniD:** Thanks!

**LeniD:** See you on December 18 when we share resources for teaching about Science and Invention!

**LeniD:** Good night

**GailP:** Come back next month - with Science in mind!