



South Carolina

Full STEAM Ahead: Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s):

3rd-5th

Subject:

ELA / Inquiry

Length of Class: 90 minutes

Insert visual or image that accentuates the lesson plan to make it appealing to educators: must be a public domain image



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Lesson Title:

Using Reliable and Relevant Primary and Secondary Sources

Overview:

Brief and accurate description of the lesson plan in one sentence

The lesson plan will teach students to develop research questions, find and select primary and secondary sources determining their relevance to the research topic.

Learning Objective:	<p>Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives.</p> <p>The students will be able to determine between primary and secondary sources with 80% accuracy when conducting research.</p> <p>The students will be able to determine if a source is reliable and relevant for the research topic with 80% accuracy.</p>
Standards:	<p>Inquiry Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through <u>exploration</u>, <u>collaboration</u>, and analysis.</p> <p>I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>Library Standards:</p> <p>V.A.1 - Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p>
Essential Question:	<p>The essential question should be student-friendly and academic. It should be inquiry-based and connected to standards and learning objectives.</p> <p>How can I determine if a primary or secondary source is reliable and relevant to my research topic?</p>
Supporting Question(s):	<p>What two or three questions support students answering the essential question?</p> <p>What is the difference between a primary and secondary source?</p> <p>Where can primary and secondary sources be located?</p> <p>How will I know if sources are reliable and relevant to my research topic?</p>
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <p>Primary:</p> <ul style="list-style-type: none"> ● https://apps.npr.org/sotomayor-family-photos/ ● https://www.judiciary.senate.gov/nominations/supreme-court/sotomayor <p>Secondary:</p> <ul style="list-style-type: none"> ● https://achievement.org/achiever/sonia-sotomayor/

	<ul style="list-style-type: none"> • <i>Ordinary People Change the World</i> book series <u>I am Sonia Sotomayor</u> by Brad Meltzer
Required Classroom Materials:	<p>What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <p>Teacher will need: Computer, projector/smartboard, chart paper, markers, <i>Ordinary People Change the World</i> book series I am Sonia Sotomayor by Brad Meltzer, Analyzing Primary Sources Graphic Organizer</p> <p>Students will need: Chromebooks, <i>Ordinary People Change the World</i> book series by Brad Meltzer, Analyzing Primary Sources Graphic Organizer,</p>
Classroom Environment:	<p>How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation?</p> <p>Students will be working in groups with Chromebooks, chart paper, graphic organizers, and the <i>Ordinary People Change the World</i> book series by Brad Meltzer. Groups will present graphic organizer: Analyzing Primary and Secondary Sources for reliability and relevance.</p>
Differentiation and Adaptations:	<p>In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.</p> <p>Teacher chose materials to model the lesson appropriate for the age, interest and other demographics.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 minutes	<p>Intro/Hook: Teacher will share a picture of Sonia Sotomayor with each group. Groups will make observations and inferences about the picture. Groups will share observations and inferences. Teacher will record responses on chart paper.</p>

30 minutes	<ul style="list-style-type: none"> ● Teacher will present a picture walk through the graphic novel. Students will stop and jot observations and questions. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Teacher will read aloud a portion of the book, pausing throughout to allow students to stop and jot interesting facts and questions they have. ● Students will share questions; teacher will add to the chart. ● Teacher and students will select one question for further research, and brainstorm places to look for the answer. ● Teacher will model searching for information regarding the question and how to select reliable sources. ● Teacher will model using the Analyzing Primary and Secondary Sources graphic organizer to analyze the graphic novel and primary source image selected in unison with the students. ● Teacher will use the graphic organizer to demonstrate the difference between primary and secondary sources.
30 minutes	<ul style="list-style-type: none"> ● Groups will search online for another source related to the modeled topic. ● Groups will complete the graphic organizer to determine if the source is a primary or secondary source.
15 minutes	<ul style="list-style-type: none"> ● Groups will share the source they selected and present information recorded on the graphic organizer. ● Classmates will offer feedback as to whether or not the group completed the organizer correctly and if the source selected is relevant to this research question.
5 minutes	<ul style="list-style-type: none"> ● Teacher/Class review terms: Primary Source, Secondary Source, reliable, relevance ● Teacher will answer any questions students may still have regarding the difference between the types of sources. ● Teacher will forecast individual/team inquiry project by displaying available books from the series.

Assessments:	<p>What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback?</p> <p>The graphic organizer completed by groups will be informally evaluated by peers and teachers through feedback after their presentation.</p>
Learning Extensions:	<p>Ideas for extending the lesson or connecting to other curricular topics or lessons</p>

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| | <ul style="list-style-type: none">● Individuals or groups may create a slide presentation of the person they researched that will include 3-5 primary sources that connect to questions they generated from the reading of the graphic novel.● Students, individually, can choose a different graphic novel from the series and conduct research using primary resources.● Strategies learned from this lesson will be utilized for future research assignments across the curriculum. |
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