



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):

2nd

Subject:

ELA

Length of Class:

Two hours divided into 30 minute lessons

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



Image Citation: https://diariodeavisos.elespanol.com/2023/08/mercury-13-mujeres-alas-cortadas/	
Lesson Title:	Researching the Mercury 13
Overview:	Brief and accurate description of the lesson plan in one sentence The students will select one of the Mercury 13, research her, and report their findings in a comic strip (like a graphic novel).
Learning Objective:	Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives. Students will be able to create their own graphic novel page with elements (e.g., color and hue, frame, panels, callouts, speech bubbles, and text boxes) to summarize/reenact facts learned about the Mercury 13.
Standards:	Standards should be aligned with objectives. SC Written and Oral Communications 2.C.2.1 - Use facts and details to develop a topic. 2.R.1.1 Ask and answer questions about print and non-print sources to narrow or broaden thinking. 2.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.
Essential Question:	The essential question should be student-friendly and academic. It should be inquiry-based and connected to standards and learning objectives. Who were the Mercury 13?
Supporting Question(s):	What two or three questions support students answering the essential question? Why are the Mercury 13 important? What are some obstacles that the Mercury 13 faced?

Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <p><u>Astronauts Women on the Final Frontier</u> https://www.amazon.com/Astronauts-Women-Frontier-Jim-Ottaviani/dp/1626728771</p>
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>Chromebooks, pencils, writing journals, plain paper, books on the Mercury 13, microphone, crayons/coloring pencils, rubric for grading</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>Round tables for group work, station for videos they can watch, station with various text and pictures of the Mercury 13, interactive anchor chart, word wall with focused vocabulary on the Mercury 13, talk cards to guide group discussions, microphone area for sharing final projects</p>
Differentiation and Adaptations:	<p>In what ways will you differentiate 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>As students explore and research information on the Mercury 13, various learning stations will be available to guide the research process (e.g., writing center, teacher center, comprehension center, listening center, role playing center, literature circle).</p> <p>Also tiered assignments, teacher led small groups, task cards, text on various reading levels, pre teaching/highlighting vocabulary words, and partner reading will be available for students.</p>

Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
30 minutes	The researching process may be extended depending upon the background knowledge and needs of students.
30 minutes	Create a list of interesting/surprising facts that students would like to share/present to peers on the Mercury 13.
30 minutes	Work on a graphic novel page of illustrations and text to exhibit learned facts.
30 minutes	Present project

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 teacher will meet with small groups to provide guidance throughout the process. The students will receive oral and written feedback. Rubric - What did they learn about the Mercury 13? Did they share facts and details about the Mercury 13?</p>
Learning Extensions:	<p>Ideas for extending the lesson or connecting to other curricular topics or lessons</p> <p>The students could be given specific genres to write about or expand the number of speech bubbles with different topics.</p>