



# 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 Grade**

**Subject: Writing**

**Length of Class:**

**Part I: one library lesson and classroom lessons**  
**Part II: one library lesson and classroom lessons**



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<b>Lesson Title:</b>	Using Primary Sources for Informational Writing
<b>Overview:</b>	Students will read the book, <u>The Titanic Disaster</u> and connect the author's research with primary sources. Students will work on informational writing on the Titanic. After completing informational writing on the Titanic, students will research a topic of choice (historical event or person) and create a piece that includes researched information and at least one primary source.
<b>Learning Objective:</b>	The student will learn how to connect primary sources with research for informational writing.
<b>Standards:</b>	<p>ELA.3.C.2.1 Write informative/explanatory pieces to examine a topic and provide information. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic;</li> <li>develop the topic with facts, definitions, and/or details related to the topic;</li> <li>group information and use grade-appropriate transitions to link ideas;</li> <li>use precise language and vocabulary to inform or explain about the topic;</li> <li>use and explain information from a provided source; and</li> <li>provide a concluding statement or section.</li> </ol>
<b>Essential Question:</b>	How do I (student) write informational text to examine a topic and present information clearly?
<b>Supporting Question(s):</b>	<p>How do researchers/authors find information from the past?          What sources can be used to find historical documents?</p>
<b>Digital Primary and Secondary Sources:</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.timeforkids.com/k1/on-board-titanic-2/">https://www.timeforkids.com/k1/on-board-titanic-2/</a></li> <li>• <a href="https://www.loc.gov/">https://www.loc.gov/</a></li> </ul>
<b>Required Classroom Materials:</b>	<ul style="list-style-type: none"> <li>• Graphic novel on Epic-<u>The Titanic Disaster</u>: by Adam Stone</li> <li>• <a href="#">Graphic Organizer</a> for planning their writing</li> <li>• <a href="#">Primary Source Slides</a></li> </ul>
<b>Classroom Environment:</b>	In the classroom, students are at desks. In the media center, students are arranged in groups at tables. The graphic novel will be displayed on the Mimio board. The primary source documents will be displayed on a Mimio board for students to discuss as a group.

<b>Differentiation and Adaptations:</b>	<p>This lesson can be modified for diverse learners by utilizing one on one student/teacher interactions for informational writing and searching for relevant primary sources.</p> <p>Instead of creating the important information on a paper template, students could write the information digitally using dictation.</p>
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<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b>	<b>Part I: 4 hours Part II: 3 hours</b>
Day 1: 30 minutes	<p>Library Lesson 1: Prior to reading the text, the media specialist will challenge students to brainstorm places where the author would have found information on the Titanic. The media specialist will introduce primary sources using primary source slides. Students will analyze the Titanic photograph on the slides. After analyzing the photograph the media specialist will challenge students to consider ways the author could use this photograph for research. Students will read <u>The Titanic Disaster</u> on the mimio board. After the text is read aloud, the teacher should focus on the following essential question:</p> <ol style="list-style-type: none"> <li>1. Where can primary sources be found? What are examples of primary sources?</li> <li>2. How can primary sources make the graphic novel historically accurate?</li> </ol> <p>The lesson will end with a discussion on the importance of primary sources.</p>
Day 2: 30 minutes	<p>Classroom Lesson 1: What is informational writing? (purposes and characteristics) Topics and Subtopics (TW model creating a topic and subtopic in writing notebook) Students brainstorm a list of what they want to learn about in their writing notebooks</p>
Day 3: 30 minutes	<p>Classroom Lesson 2: Primary Sources -Guided exploration using the topic: Titanic</p>

Day 4: 30 minutes	Classroom Lesson 3: Researching our topic -Guided research as a class
Day 5: 30 minutes	Classroom Lesson 4: Vocabulary words -What words are special to our topic that we need to define for our reader?
Day 6: 30 minutes	Classroom Lesson 5: Summarizing our topic -Guided as a class
Day 7: 30 minutes	Classroom Lesson 6: Using our plan to write our informational piece
Day 8: 30 minutes	Classroom Lesson 7: Using our plan to write our informational piece
Day 9: 30 minutes	Classroom Lesson 8: Choosing a new topic (historical event) -Starting a new informational plan -This will not be guided. Students will now research their CHOSEN topic on their own.
Day 10: 30 minutes	Library Lesson 2: Students will come to the library with a graphic organizer and topic. The media specialist will review examples of primary sources and places to locate primary sources. The media specialist will model adding a photo to a google document. Students will spend the rest of the class finding primary sources and adding the photo to their google document.
Day 11: 30 minutes	Classroom Lesson 9: Researching our new topics -Using informational writing plan
Day 12: 30 minutes	Classroom Lesson 10: Writing powerful introductions **Checking and editing our introduction paragraphs with writing partners (Does it hook you? Is it a paragraph? What is missing?)
Day 13: 30 minutes	Classroom Lesson 11: Elaborate like a Pro- Use facts and imagery (model this in teacher notebook after exploring examples in the mentor text) Mentor text: Deadliest Animals

<b>Assessments:</b>	Informally, students will be asked questions during group discussion to clarify their understanding of primary/secondary sources and the content of the graphic novel.  Formally, students will create an informational writing piece on their chosen research topic.
<b>Learning Extensions:</b>	Students could read newspaper articles from the Titanic time period to understand how the people at the time handled this historical event.