U of SC South Carolina

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

Lesson Plan Template

Author(s):
 Jarren Manning (Art)
 Amanda Cullars-White (Library Science)
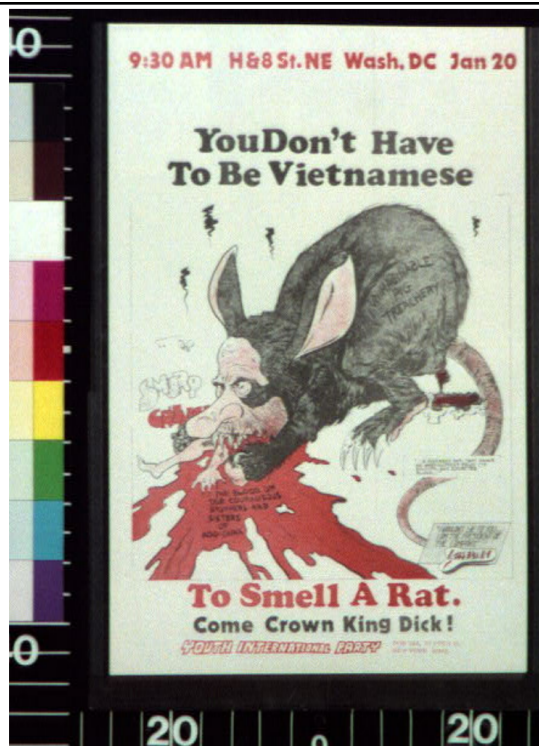
Grade Level(s):

7&8

Subject:
Art

Length of Class:

 45min

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

Image Citation:

You don't have to be Vietnamese to smell a rat. Come crown King Dick!

Youth International Party, Sponsor/Advertiser. You don't have to be Vietnamese to smell a rat. Come crown King Dick!. [Between 1968 and 1972] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2015649352/>.

Lesson Title:	Freedom of Expression Unit: Lesson 3: History Protest Poster or Story Board
Overview:	Students will research primary sources of historical protests and analyze political cartoons to create their own political poster or storyboard.
Learning Objective:	By the end of the Unit, students will be able to: • Access the Library of Congress database and find protest posters and political cartoons. • Cite primary and secondary sources using MyBib. • Create a historically accurate political poster or storyboard using the rubric.
Standards:	<u>SC Visual Art Standards</u> **Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art.

	Anchor Standard 5: I can interpret and evaluate the meaning of an artwork. **Anchor Standard 6:** I can identify and examine the role of visual arts through history and world cultures. **AASL Standards Framework for Learners** Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning
Essential Question:	What factors prevent or encourage people to take creative risks?
Supporting Question(s):	What are the essential principles you used to create your artwork? How does your medium enhance your poster's or storyboard's message? social/cultural norms, self-efficacy, and artistic skill
Digital Primary and Secondary Sources:	List primary and secondary sources and include links. - Chapter 6 of Free Speech handbook by Ian Rosenberg & Mike Cavallaro - The Instructor's Guide to The Fight For Free Speech - The Library of Congress - FreeSpeechHandbook.com
Required Classroom Materials:	What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)? - Mixed Media Paper - Black Pigment Drawing Markers - 12 inch Rulers - Alcohol Markers - Paint Markers - Watercolor Paint & Brushes - #2 Pencils - Pencil Sharpeners - Chromebooks
Classroom Environment:	This Unit will be taught in the Art room that has large six-person tables, student Chromebooks, and an Active Promethean Board.
Differentiation and Adaptations:	Students with reading accommodations have reading assistance software installed on their devices. Students with physical and intellectual disabilities will be given abbreviated assignments and options to use free licensed images to create their posters or storyboards.

Lesson Sequence/Procedures	
Estimated Time Needed	**Detailed Description of Teaching and Learning**
	Prior Learning: Freedom of Artistic Expression Lesson, MyBib, Primary/Secondary Sources.
	Bell Ringer: What do you see in this poster. Is this Protest Poster A Primary Source?
3 min	Mini lesson to reteach primary and secondary sources.
8 min	Informal assessment: Kahoot Primary vs Secondary Sources
10 min	Lesson: Using Library of Congress: Research Guide https://guides.loc.gov/
15 min	Independent Practice: Create a Google Doc to collect images from the Library of Congress that inspire your creative process. Title (Name /Period #/ Political Poster or Storyboard) Cite sources that will be used in your presentation using MyBib.
8 min	Group Consulting: Share your Google Doc within your consulting group and brainstorm ideas for your Political Poster or Storyboard. Remember to take risks.
5 min	Exit Slip: Jam Board: After looking at the posters and political cartoons from the Library of Congress, what differences/similarities did you notice between past and present posters and political cartoons?

Assessments:	Students will be assessed daily through comments in their Google Docs and one-on-one meetings. Informal assessment for this lesson will be through Bell Ringers, Kahoot, Observations, and Exit Slips. A culminating assessment will be done at the end of the Unit consisting of a political poster or storyboard.
Learning Extensions:	This is lesson three of a five-lesson unit. Direct quotes from artists are used in "Artist Spotlight" lessons. Mike Cavallaro, the cartoonist for Free Speech Handbook will be added.
Direct Quote	Mike Cavallaro: Cartoonist " We're not illustrators. We're trying to find a visual language for the story that is being told. A visual view that expresses the story the way the words won't. ...I'm trying to find stories that fit my style already as an artist and not adapt mine (my style to the story)...Simple cartoon stuff appeals to people's hearts. " Amplification through Simplification"

| | Stripping down an image to its simplest meaning. Distilling process that purifies it. |
| | "I don't write for kids...I don't try to censor myself. My job is to not rein anything in. That's an editor's job and my job is to protest that." |