

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

Lesson Plan Template

Author(s):

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Grade Level(s):

6-8

Subject:

ELA/Library

Length of Class:

50 minutes



Image Citation:

Jordan, Brett. "Brown wooden blocks on white surface photo – Free Grey Image on Unsplash." Unsplash, 4 December 2020, <https://unsplash.com/photos/brown-wooden-blocks-on-white-surface-JD0D-lReHFE>. Accessed 27 October 2023.

Lesson Title:	Be the change: Recognizing activists through primary sources
Overview:	This lesson will demonstrate how to recognize and evaluate primary sources in comparison to sources of different formats by using a news article interview of and a graphic novel about activist Rachel Carson.
Learning Objective:	<ul style="list-style-type: none"> ● Students will be able to recognize and evaluate primary sources. ● Students will be able to compare and contrast information presented in different formats (i.e., prose versus graphic novels).
Standards:	<p>ELA (2023):</p> <p>ELA.AOR.4: Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.</p> <p>ELA.6.AOR.4.1 Analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and style of a text.</p> <p>ELA:</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p> <p>3.2 Examine historical, social, cultural, or political context to broaden inquiry.</p> <p>3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</p> <p>3.4 Organize and categorize important information, revise ideas, and report relevant findings.</p> <p>Library:</p> <p>I.B.1. Using evidence to investigate questions.</p> <p>I.D.2. Engaging in sustained inquiry.</p> <p>II.C.1. Engaging in informed conversation and active debate.</p> <p>III.B.1. Using a variety of communication tools and resources.</p> <p>III.D.1. Actively contributing to group discussions.</p> <p>IV.B.3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.</p>
Essential Question:	How does information differ in primary sources compared to secondary sources?

Supporting Question(s):	<ul style="list-style-type: none"> • What do you notice about how information is presented in the source? • How is the information similar or different? • Which source provides the best information for research?
Digital Primary and Secondary Sources:	Newspaper article Seen: Rachel Carson eBook
Required Classroom Materials:	<ul style="list-style-type: none"> • Teacher computer • Projector/large display • Students' iPads • Print copy of <i>Seen: Rachel Carson</i> • eBook copy of <i>Seen: Rachel Carson</i> (linked above) • Digital copy of news article with interview of Rachel Carson (linked above) • Exit ticket link
Classroom Environment:	Space to allow for two groups – one viewing the newspaper article interview, and one viewing the eBook – to collaborate and switch mid-lesson.
Differentiation and Adaptations:	<ul style="list-style-type: none"> • Use shorter chunks of text if needed. • More advanced students could find another primary source to supplement the news article interview. • Add sentence stems to the primary source analysis tool to assist MLL students with completing the sheet.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 minutes	Warm-up activity: Students work in groups to determine their “receipts” that could be used by future generations to piece together their day (i.e., meal receipts, emails, text messages, social media posts, etc.)
10 minutes	Teacher & librarian explain primary sources and introduce news article with interview and <i>Seen</i> book/eBook to class.
30 minutes	<ul style="list-style-type: none"> • Students will split into two groups; a teacher/librarian will work with each group. One group will look at the news article interview, and the other will look at the book/eBook. Groups will spend 15

	<p>minutes with one resource and then switch to view the other resource.</p> <ul style="list-style-type: none"> • Discussion will be held within the groups regarding what to look for in graphic novels and how to use the primary source analysis tool for the news article interview.
5 minutes	Exit ticket & launch

Assessments:	<p>During the lesson, students will complete the primary source analysis tool for information evaluation. Teachers will give feedback about their understanding of the differences in primary and secondary sources.</p> <p>To evaluate students' understanding of the lesson, students will complete an exit ticket that explains whether the LOC article (primary source) or the <i>Seen</i> book/eBook (secondary source) better supports Ms. Carson's claim that pesticides are questionable.</p> <p>This determines student learning by demonstrating what they learned from the lesson. In order to answer the exit ticket students will need to identify similarities and differences and evaluate the sources' content.</p>
Learning Extensions:	Students could determine an activist they would like to learn more about and then find primary and secondary sources to highlight their activists' work.