



# 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):

K-5

Subject:

ELA/ SS

Length of Class:

45 minutes



Image Citation:

Library of Congress: Permalinks

Picture 1: <https://lccn.loc.gov/2016817784> Picture 2: <https://lccn.loc.gov/2011646988>

Picture 3: <https://lccn.loc.gov/22001351>

<b>Lesson Title:</b>	Who am I ?
<b>Overview:</b>	Students will think about who they are as a person and create an “I am: poem to share who they are.
<b>Learning Objective:</b>	The students will be able to write and illustrate a poem using descriptive words about themselves.
<b>Standards:</b>	<p>SC ELA Overarching Standards:</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>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages</p> <p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>
<b>Essential Question:</b>	Who am I as a person? What attributes or characteristics make me unique?
<b>Supporting Question(s):</b>	<p>What is my personality like?</p> <p>Who is my family?</p> <p>What hobbies do I enjoy doing?</p>
<b>Digital Primary and Secondary Sources:</b>	<p><a href="https://docs.google.com/presentation/d/1A4HIMiSl-gUQbQliPBrS0JcLKQYsfkTiMKxqGbRy8Ds/edit#slide=id.g2bc1efecb30_0_13">https://docs.google.com/presentation/d/1A4HIMiSl-gUQbQliPBrS0JcLKQYsfkTiMKxqGbRy8Ds/edit#slide=id.g2bc1efecb30_0_13</a></p> <p>Students will use these primary sources from the Library of Congress to explore the various types of children and the attributes about them from various pictures.</p>

<b>Required Classroom Materials:</b>	<p>What materials do you need (computer, projector, etc.)? Computer, markers, pencils, chart paper</p> <p>What materials do the students need (writing journals, laptop carts, textbooks, etc.)? Writing journals, pencils, coloring utensils</p>
<b>Classroom Environment:</b>	<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 seated at their desks and on the carpet. Students will be at the carpet for the modeling of the writing lesson and the brainstorming through pictures.</p>
<b>Differentiation and Adaptations:</b>	<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>Students may need to work with a partner or one-on-one with the teacher. Students could have step-by-step instructions to show how to do the steps for writing. Students could have pictures to walk them through the process. Students who need it could have sentence starters for their writing.</p>

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b>	<b>Detailed Description of Teaching and Learning</b>
10 minutes	The teacher will teach the students what an adjective is. The students will help the students make an anchor chart of adjective words that students can use in their writing.
10 minutes	The teacher will teach the students what a poem is. First, the teacher will present different poems to the students. Then the teacher will model writing their own "I am" poem.
15 minutes	Students will spend time at their seats writing their "I am" poem. They will use the anchor charts to help them as they write.
10 minutes	The teacher will gather students back together and discuss how they feel the poem writing process went. Then students will take turns sharing their "I am" poem with the class.

<b>Assessments:</b>	<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 take anecdotal notes while students are writing in their journals. The teacher will use a rubric to score the students' writing by making sure students have the correct sentence features, follow rules of writing a poem, draw an illustration that matches their poem, and use adjectives to describe themselves throughout the poem. Students will receive verbal feedback throughout the writing process and written feedback on the rubric the teacher uses to grade the poem.</p>
<b>Learning Extensions:</b>	<p>Ideas for extending the lesson or connecting to other curricular topics or lessons</p> <p>Students can write an "I Am" poem using words or adjectives to describe the county or state they live in. Students could also write about the USA and the different, important events that have happened over time.</p>