



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):

5th

Subject:

English language arts/Social studies

Length of Class:

Two to three 50-minute class periods depending on amount of prior knowledge



Image Citation: Schomburg Center for Research in Black Culture, Photographs and Prints Division, The New York Public Library. "West 125th Street looking west from Seventh Avenue, Harlem, New York City" <i>The New York Public Library Digital Collections</i> . 1946. https://digitalcollections.nypl.org/items/bcdf3fbe-a590-88d6-e040-e00a1806445a	
Lesson Title:	Comparing Perspectives on the Harlem Renaissance
Overview:	Students will review elements of author's perspective and then apply their knowledge to compare and contrast two different texts related to the changing population of Harlem during the 1920's.
Learning Objective:	<ul style="list-style-type: none"> • Students will be able to identify words, phrases, or images with positive or negative connotations. • Students will be able to make inferences about how an author's perspective is shaped by his/her own experience.
Standards:	<p>Standards should be aligned with objectives</p> <p>5.2.CX Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina, including Harlem Renaissance. [CX=Context: Describe historical developments using specific references to time, place, and broader circumstances.]</p> <p>5.RI.Language, Craft, and Structure Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>5.RI.Language, Craft, and Structure Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.</p>
Essential Question:	<ul style="list-style-type: none"> • Why might different sources provide a different description of the same event?
Supporting Question(s):	<ul style="list-style-type: none"> • What is author's perspective? • What is a word's connotative meaning? • How do we determine an author's perspective based on their writing?
Digital Primary and Secondary Sources:	<i>New York Times</i> article "Negro Colony Growing" (1923): https://c250.columbia.edu/c250_celebrates/harlem_history/ny_times.html

	Weatherford, C.B. (2014). <i>Sugar Hill: Harlem's historic neighborhood</i> . Albert Whitman & Co. [Preferably multiple copies for student use.]
Required Classroom Materials:	<p>Teacher will need projector or smart board with internet access to display author's perspective note slides. A document camera for the picture book read-aloud would be ideal to allow all students better visuals of the words and pictures in the book.</p> <p>Student materials can be distributed and completed electronically or with paper and pencil at teacher's discretion.</p> <p>Specific lesson materials: Author's Perspective Notes (if needed) – Present to students as an introduction to or review of elements to look for to determine author's perspective Author's Perspective Analysis Templates – Three versions of the template included depending on teacher needs: a blackline master for paper copies, a copy with blank editable text boxes for digital assignments, and a copy with sentence starters in editable text boxes if needed for language/writing support. Students will need two copies of whichever version, one for each text.</p>
Classroom Environment:	<p>Students will need to be able to see notes on smart board or projector screens.</p> <p>Desks are arranged in pairs or small groups to allow students to work collaboratively to analyze the two sources.</p>
Differentiation and Adaptations:	<p>If students require more scaffolding to access a complex text, teacher could model the analysis process with a different text/source than the two provided. Guiding students through the analysis process with a think-aloud could show students what to look for or what kind of questions to ask about the texts they're examining. Use the "I do - we do - you do" strategy: teacher models the process on a different text, the class works together on the first few pages of Sugar Hill, students work independently on newspaper article (or vice versa).</p> <p>Basic sentence starters have been provided for the source analysis chart. Additional language frames or even more direct questions could be added to help students who are having trouble getting started and/or don't know exactly what to look for.</p> <p>Original text of digital newspaper article is very small. Students can zoom on their screens, but enlarged and/or transcribed paper copies may help some students access the text more easily.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10-15 minutes	Review notes on author's perspective with included slideshow. Have students jot notes in their notebooks or on stickies, or provide a copy of the slides to them digitally.
10-15 minutes	If not part of or in conjunction with a social studies lesson, students may need some background knowledge on the basics of the Harlem Renaissance. The Library of Congress provides a comprehensive summary of historical background as part of their classroom materials page for the Harlem Renaissance if you don't know where to start.
10-15 minutes	Read aloud <i>Sugar Hill</i> , preferably under a document camera to allow students to see images and colors in addition to hearing the words. Invite students to respond in whole-class discussion to how the words, images, and colors made them feel. How were the people who lived in this neighborhood described?
20 minutes	Give students time to fill out chart for this source. Circulate among students to answer questions and check for understanding.
10-15 minutes	Show the students the newspaper column and review the differences between primary and secondary sources. Students can read the article independently or teacher can read aloud. Again, invite students to respond to how the article makes them feel. What kinds of words are used to describe Harlem in this source? What connotations do those words have?
20 minutes	Give students time to fill out chart for this source. Circulate among students to answer questions and check for understanding.
10-15 minutes	Ask students to think about the author's perspective in each source and discuss what factors might cause the authors to feel this way (personal background, primary v. secondary source, dates of authorship, etc.). Can discuss as a whole class or in small groups.

Assessments:	<p>Informal: Teacher will monitor for understanding and provide immediate feedback during whole-class and small-group discussions.</p> <p>Formal: Teachers will score and add feedback to author's perspective analysis charts.</p>
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	<p>Oral and written responses should demonstrate that students understand what author's perspective is (opinion, different from purpose) and that students can infer an author's opinion based on the words he/she chooses to use.</p>
Learning Extensions:	<p>Students could do research to find additional primary or secondary sources that demonstrate other perspectives or tones regarding the growth in Harlem during this time period.</p> <p>The end matter of Sugar Hill provides brief biographies of all of the historical figures mentioned in the book. Students could research some of these figures and their contributions to society. They could write an editorial in response to the New York Times <i>article arguing why the author's</i> negative tone is unwarranted or unwelcome.</p>