



South Carolina

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

Lesson Plan Template

Author(s):

Erica Goldman and Jennifer Green

Grade Level(s):

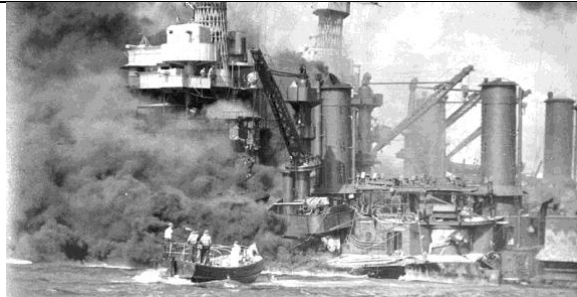
5th grade

Subject:

Social Studies

Length of Class:

70 minutes

**Image Citation:**

File:N 2004 21 ruins of USS W Virginia Pearl Harbor (22910704573).jpg. (2024, August 16). *Wikimedia Commons*. Retrieved 20:49, September 19, 2024 from [https://commons.wikimedia.org/w/index.php?title=File:N_2004_21_ruins_of_USS_W_Virginia_Pearl_Harbor_\(22910704573\).jpg&oldid=909999063](https://commons.wikimedia.org/w/index.php?title=File:N_2004_21_ruins_of_USS_W_Virginia_Pearl_Harbor_(22910704573).jpg&oldid=909999063).

Lesson Title:

The People in the Aftermath of Pearl Harbor

Overview:

Students will analyze multiple perspectives about Pearl Harbor using primary sources.

Learning Objective:	Students will be able to understand and identify primary sources about Pearl Harbor.
Standards:	South Carolina 5 th Grade Social Studies- 5.3.E Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources.
Essential Question:	How can you use a primary source to understand the social effects of Pearl Harbor?
Supporting Question(s):	What two or three questions support students answering the essential question? How did your primary source help you understand how people felt about the events at Pearl Harbor? How can comparing a primary source and secondary source explain the different perspectives of the events of Pearl Harbor?
Digital Primary and Secondary Sources:	List primary and secondary sources and include links. Men waiting to enlist at recruiting headquarters in San Francisco, California, December 1941.jpg https://commons.wikimedia.org/wiki/File:Men_waiting_to_enlist_at_recruiting_headquarters_in_San_Francisco,_California,_December_1941.jpg Book- History Smashers: Pearl Harbor Photograph- (1941) Pearl Harbor, Hawaii. USS West Virginia aflame. Disregarding the dangerous possibilities of explosions, United States sailors man their boats at the side of the burning battleship, USS West Virginia, to better fight the flames started by Japanese torpedoes and bombs. Note the national colors flying against the smoke-blackened sky. Pearl Harbor Hawaii Oahu United States, 1941. Dec. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2017871934/ . Photograph- (1941) Wreckage of USS Arizona, Pearl Harbor, Hawaii, December 7. Hawaii Pearl Harbor, 1941. Dec. 7. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2002719512/ .
Required Classroom Materials:	Photographs from <i>History Smashers Pearl Harbor</i> , pencil, paper, laptop, magnifying glasses, copies of the book <i>History Smashers Pearl Harbor</i> , chart paper, markers
Classroom Environment:	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? Whole Group- Activator and I Do Partners/Groups- We Do Independent- You Do

Differentiation and Adaptations:	<p>In what ways will you differentiate for 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>Set the scene- give background of the topic Prewritten notes/slides Groups of 3-High, middle, low (if necessary)</p>
-----------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 min	Activator: The teacher will read page 1 of History Smashers: Pearl Harbor out loud for students
20 min	I Do: Teacher explicitly introducing primary sources and secondary sources- what they are and how to find and use them through: photographs, letters, diaries (show a real example compared to a page from Diary of a Wimpy Kid, audio clips and television interviews (find a youtuber or famous actor/musician- someone the kids know to make it relevant)
20 min	<p>We Do: Together we go into the book and look for primary sources on specific pages (79, 116, 139, 149) The teacher will have to use the Library of Congress to find the images from the book that will be used and provide a larger image to students and have them analyze. The students will work and share with a partner what they notice about their image, how are the people feeling or what would be something you want to know more about. Students will also have to be able to identify if it is a primary or secondary source. Each of the images will be placed around the room for a gallery walk. Below each image will be:</p> <ul style="list-style-type: none"> • What did you notice? • What do you want to learn more about? • How are the people feeling? • How do you feel about the image? <p>In their groups, students will quickly write one thing under each question.</p>
5-7 min	CFU: Aha Slide- What is something else you want to know about the events at Pearl Harbor?
15-20 min	You Do: Students will complete the Document Detective activity to demonstrate what they have learned about primary and secondary sources. Students must use an image and cite it from the Library of Congress.

Assessments:

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?

Informal- Gallery Walk and Aha Slides

The goal is for students to recognize/identify primary and secondary sources in a text as well as using photographs and other sources.

Formal- Students will complete the Document Detective activity. Students will be graded by a rubric.

Document Detective Rubric-

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Accomplished
Locating Source	No source located	Source is not from The Library of Congress	Source provided, but no link	Found and linked a relevant source from the Library of Congress.
Utilizing Source	No analysis of the source.	Minimal analysis: only one detail noted.	Some analysis: two details noted about the source.	Good analysis: three details noted about the source.
Citing Source	No citation provided.	Incorrect citation format.	Correct citation format but missing some information.	Correct citation format with all necessary information.
Overall Presentation	Disorganized and hard to read.	Some organization but lacks clarity.	Clear organization; easy to read.	Well-organized and visually appealing.

Assignment Title	Assignment Description
Document Detective	Analyze a primary source document and list three things you learn from it.

Learning Extensions:	Extend- When teaching other standards, include primary and secondary sources throughout the lessons. Science- Students could choose a famous scientist and find primary/secondary sources about their life and work.
-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------