



South Carolina

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

Lesson Plan Template

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Grade Level(s): 5th

Subject:
Social Studies

Length of Class:
30 minutes

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



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| Image Citation: U.S.S Virginia hit during Attack on Pearl Harbor | |
| Lesson Title: | Social Ramification of World War II |
| Overview: | Students will analyze primary and secondary sources to identify how the ramifications of WWII impacted the political climate of the U.S. |
| Learning Objective: | Students will be able to explain how the roles African Americans held in the military changed during and after WWII. |
| Standards: | 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 did the bombing of Pearl Harbor impact U.S citizens' daily lives? |
| Supporting Question(s): | What social changes were caused by the U.S entering WWII? |
| Digital Primary and Secondary Sources: | <p>Photograph: U.S.S West Virginia (primary)</p> <p>Photograph: Dorie Miller (primary)</p> <p>Website: The Unforeseen Legacy of Doris Miller (secondary) - the first two paragraphs are the most important.</p> <p>Photograph: Tuskegee Airmen (primary)</p> <p>Newspaper Article: U.S to english Black Men for air corps service with flight training at Tuskegee (primary)</p> <p>Website: The African American Pilots of World War II</p> |
| Required Classroom Materials: | <p>History Smashers: Pearl Harbor pgs. 72 - 73</p> <p>History Smashers: Pearl Harbor pgs. 133 - 134</p> <p>Copies of digital photographs</p> <p>Laptops for Websites and Newspaper Articles</p> <p>Paper/writing utensils</p> |

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| Classroom Environment: | Students should be able to work in 6 groups with 2-4 students per group. Seating should be arranged to allow for conversation and spreading out materials. |
| Differentiation and Adaptations: | ELL Learners: Assign to collaborative groups including the pictures, while group members focus on the text |

| Lesson Sequence/Procedures | |
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| Estimated Time Needed | Detailed Description of Teaching and Learning |
| 2 minutes | Split students into 6 groups. |
| 2 minutes | Pass out materials Group 1 - USS West Virginia Photographs, History Smashers pgs. 72 - 73 Group 2 - Dorrie Miller Photographs, History Smashers pgs. 72 - 73 Group 3 - Website: Unforeseen Legacy of Dorrie Miller Group 4 - Tuskegee Airmen Photograph, History Smashers pgs. 133 - 134 Group 5 - U.S to english Black Men for air corps service with flight training at Tuskegee Group 6 - Website: The African American Pilots of World War II |
| 4 minutes | Explain assignment: You are to review your primary and/or secondary sources. As you are viewing these sources, ask yourself how did the lives of African Americans change during WWII. Your group will then share 2 - 3 things you've learned and 1 thing you still wonder with class. |
| 10 minutes | Student Work Time |
| 12 minutes | Share Out/Reflection – 1 ½ minutes to share out Exit Ticket: On your sticky note, write two ways the lives of African American's changed as a result of WWII. |

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| Assessments: | Evaluation: Informal - Exit Ticket and Group Share |
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| | <p>Connection: These evaluation tasks ask students to specifically identify 2 ways the lives of African Americans changed during World War II.</p> <p>Feedback: Teacher will read and respond to students' exit tickets as they are turned in.</p> |
| Learning Extensions: | <p>Could use the same format to focus on how the lives of Japanese Americans, Women, and Native Americans changed during and after World War II.</p> |