



# South Carolina

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

### Lesson Plan Template

**Author(s):**

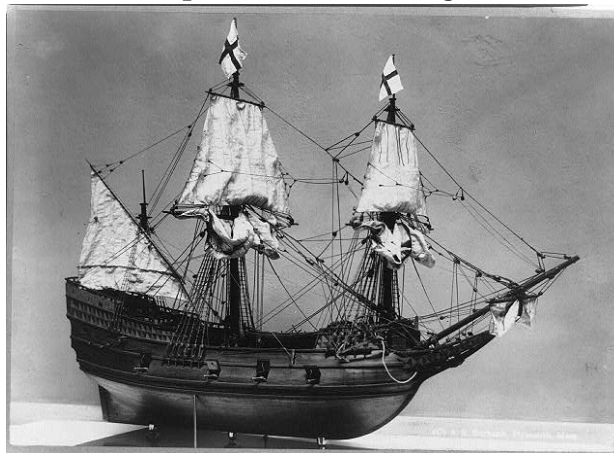
**Sarah Richardson & Jen Matthews**

**Grade Level(s): 3rd**

**Subject: Social Studies**

**Length of Class: 60 minutes**

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



**Image Citation:**

**Model of ship, Mayflower at Pilgrim Hall. Photograph. Retrieved from the Library of Congress, <[www.loc.gov/item/2012649644/](http://www.loc.gov/item/2012649644/)>.**

<b>Lesson Title:</b>	Using primary sources - History Smasher - The Mayflower
<b>Overview:</b>	Students will use a primary source to gain knowledge prior to reading the graphic novel <i>History Smashers - The Mayflower</i>
<b>Learning Objective:</b>	Analyze how and why humans explored and migrated to the New World
<b>Standards:</b>	Standard 5: Demonstrate an understanding of how and why humans have explored and migrated across Earth.
<b>Essential Question:</b>	What does the primary source letter from Edward Winslow to people who will make the same journey as those who did on the Mayflower tell us about the food and supplies they would need? How does this compare to food and supplies that we might take today?
<b>Supporting Question(s):</b>	What food items were listed in Winslow's letter? What food items would we take today? What does this tell us about how essential supplies and resources have changed?
<b>Digital Primary and Secondary Sources:</b>	<a href="http://mayflowerhistory.com/s/MourtsRelation.pdf">http://mayflowerhistory.com/s/MourtsRelation.pdf</a> (pages 38-39)
<b>Required Classroom Materials:</b>	The teacher will need a computer, smart board, access to primary source, and the book <i>History Smashers, The Mayflower</i> . Students will need a chromebook, primary source and the book <i>History Smashers, The Mayflower</i> . Notebook and pen or pencil.
<b>Classroom Environment:</b>	Students will be at their usual desks facing the smart board.
<b>Differentiation and Adaptations:</b>	Students could be put into pairs to work with students of varying levels of academic ability. Students can have primary source read aloud if needed.

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b>	<b>Detailed Description of Teaching and Learning</b>
15 min	Explain what The Mayflower voyage was and when it took place. Asking students for any background knowledge they may already have.
35 min	Explaining the primary source and giving students time to read about the food and supplies suggested for the journey. Have students discuss what they can piece together are the items needed. Have students read pages 50-51 of <i>History Smashers, The Mayflower</i> , and add to their list what was needed. Have students brainstorm food and supplies that they would need today.
10 min	Have students use a Vinn diagram to compare and contrast what items would be used today versus what were used then.

<b>Assessments:</b>	<p>Informally - have students share items on their lists and compare to what other students have on their lists.</p> <p>Formally - have students submit their Vinn diagrams for teacher input and feedback.</p>
<b>Learning Extensions:</b>	Have students write a letter to someone who may be journeying to the US today telling them what they may need to bring on the voyage.