



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):

8th Grade

Subject:

English and Social Studies

This can be used in either class or blocked together as one continuous class.

Length of Class:

45 min



Image Citation: Highsmith, Carol M, photographer. <i>Lunch counter at the old Woolworth's "five and dime" store, a legendary site marking the American civil-rights movement and is now the International Civil Rights Center & Museum, and the place where "sit-in" became part of the American lexicon.</i> United States North Carolina Guilford County Greensboro, 2017. -06-12. Photograph. https://www.loc.gov/item/2017880732/ .	
Lesson Title:	Civil Rights Sit-Ins: Pairing Graphic Novels with Primary Sources to Enhance Lessons
Overview:	Students will be given historical references through LOC images, online articles, and the graphic novel, <i>March Book 1</i> in order to synthesize the motivation and significance that sit-ins had within the Civil Rights Movement. Combined social studies and English classes will work through the material and create a comic strip of their own to demonstrate their understanding.
Learning Objective:	Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives. Students will be able to explain the ideas behind sit-ins and learn the basics of graphic novels by reading pages from <i>March Book 1</i> and creating their own comic strip.
Standards:	Standards should be aligned with objectives Social Studies: 8.5.CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S. 8.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S. ELA: RI Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. Standard 6: Summarize key details and ideas to support analysis of central ideas. 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
Essential Question:	The essential question should be student-friendly and academic. It should be inquiry-based and connected to standards and learning objectives. <ul style="list-style-type: none"> • How did sit-ins help push the Civil Rights movement?

	<ul style="list-style-type: none"> Why should we research multiple accounts of an event before summarizing or analyzing the main ideas and central themes of historical events?
Supporting Question(s):	<p>What two or three questions support students answering the essential question?</p> <p>Who was involved in the sit-ins during the Civil Rights movement? What were their motivations for joining a sit-in? How were the sit-ins perceived by the general public? How did that perception change over time?</p>
Digital Primary and Secondary Sources:	<p>Lunch counter images from LOC: image 1 image 2 image 3 image 4 Britannica Sit-In Movement <i>March Book 1</i> pg 73-103</p>
Required Classroom Materials:	<ul style="list-style-type: none"> computer and projector or smart board for class viewing of digital images student access to Britannica.com or printed copies of the informational text Copies of <i>March Book 1</i> for each student comic strip templates printed colored pencils or markers
Classroom Environment:	<p>Day 1: Students should be arranged in collaborative groups of 4 Day 2: Students should be in partner groups</p>
Differentiation and Adaptations:	<ul style="list-style-type: none"> Students could be placed in ability groups or grouped heterogeneously to allow for differentiation for the reading and group discussion Students can work digitally or with paper

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
Day 1	

10 minutes	Have students view the images of the Woolworth Sit-In and complete a TACOS analysis: T- Time Period; A- Actions; C- Captions; O- Objects; and S- Summary.
15-20 minutes	Students will be put into groups of 4 and read the Britannica “Sit-In Movement” sections. Each student in the group will be assigned one of the 4 sections to read and summarize for their peers. The introduction can be assigned to a lower lexile learner or and ELL learner.
5 minutes	Whole class share of summaries to check for understanding and that no key points or terms are missed.
5 minutes	Teacher asks students to recall the graphic novels they have read - have any of them been non-fiction? Teacher asks students to recall the features of a graphic novel they learned in English class. (gutter, frame, panel, splash page, speech bubble, caption)
10-15 min	Students read pages 73-103 independently - on sticky notes, jot thoughts for each page
Exit ticket	On a notecard students will answer- what were the motivations for joining a sit-in?
Day 2	
10 min	Students view images of the sit in and share out what they notice Everybody writes: imagine you are one of the people sitting at the lunch counter. Write 3-5 sentences from their point of view. What are they thinking? How would they describe what was happening?
10 min	Students pair share thoughts from the graphic novel -What did they notice about the event -What did they learn from the graphic novel that they didn’t learn from the informational text -What questions do they have? Students work together to create a summary of the event in the graphic novel.
30 min	<ul style="list-style-type: none"> ● Pass out comic strip templates and/or demonstrate online template ● Students work to create their own comic strip that summarizes the sit-in. ● This can be continued to another class period if needed or assigned for homework.

Assessments:	Teacher will facilitate class discussions to check for understanding. Teacher will monitor group reading and discussion. Comic strip will be graded for elements of summary.
Learning Extensions:	Continue reading <i>March Book 1</i> Pair with other civil rights texts such as “Letter from a Birmingham Jail” Allow GT students to research an event from the Civil Rights Movement that is of interest to them. Students write and/or record a news story about the sit-in.

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