



# South Carolina

## Full STEAM Ahead:

### Connecting Library of Congress Primary Sources and Graphic Novels

#### Lesson Plan Template

Author(s):

Peggy Haertel

Eleanor Whaley

Grade Level(s): 4th

Subject: Social Studies (American Revolution) and ELA

Length of Class: 1-2 full weeks

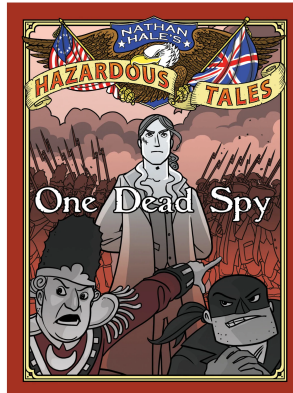


Image Citation:

<https://shop.spyscape.com/products/nathan-hales-hazardous-tales-one-dead-spy>

Lesson Title:

Exploring the American Revolution and Primary Sources using the Graphic Novel *One Dead Spy*

Overview:

Students will read the graphic novel *One Dead Spy*, look at primary sources from the Stamp Act and the Boston Massacre, and create a presentation on why the colonists felt they needed to revolt against Britain and their favorite scene from the text.

<b>Learning Objective:</b>	<p>Students will be able to identify a primary source.</p> <p>Students will be able to explain why the colonies wanted independence from Great Britain and the events that led to the American Revolution.</p>
<b>Standards:</b>	<p>South Carolina Social Studies Standard 4.2.CE Examine the economic and political motivations for colonists to declare independence from Great Britain.</p> <p>South Carolina ELA Standard 10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.</p>
<b>Essential Question:</b>	<p>What caused the American Revolution?</p>
<b>Supporting Question(s):</b>	<p>What two or three questions support students answering the essential question?</p> <p>What is the Stamp Act?</p> <p>What happened at the Boston Massacre?</p> <p>What is a primary source?</p>
<b>Digital Primary and Secondary Sources:</b>	<p>List primary and secondary sources and include links.</p> <p><a href="#">Stamp from Stamp Act of 1765</a></p> <p><a href="#">Engraving of Boston Massacre (1770)</a> <a href="#">Background info</a></p> <p><a href="#">Join or Die cartoon</a></p>
<b>Required Classroom Materials:</b>	<p>What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <p>device with internet access</p> <p>class set of One Dead Spy by Nathan Hale</p> <p>hard copies or links to primary sources</p> <p><a href="#">Analyzing Primary source worksheet</a></p> <p>post-it notes</p>

<b>Classroom Environment:</b>	Students will sit in their desks/groups. If not using printed copies of primary sources, will need internet access / smartboard for displaying
<b>Differentiation and Adaptations:</b>	<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>There will be a mixture of whole group and independent work. Students have multiple options for reading the novel and will often work in groups to complete assessments.</p>

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b>	<b>Detailed Description of Teaching and Learning</b>
20 minutes in library	Introduction to graphic novel characteristics and elements. Have students notice key features such as: panels, gutters, color usage, word balloons (dialogue) vs. description boxes, sound effects and motion lines. Use <u>Nathan Hale: One Dead Spy</u> to have students find an example of each of the features/characteristics. Exit tickets will be a post-it note on which the students write down the element(s) they found and the page on which it was found to make sure those who do not have time to share understood the lesson.
45- 60 minutes in class	<p>Begin reading <u>One Dead Spy</u> Chapters 1 -2. Introduce main characters, setting of text and overall plot. If students do not have their own copy of the book, the teacher may use an interactive board to display. The graphic novel can be accessed through Sora and/or Epic. After reading discuss questions such as:</p> <p>What does the American army call themselves?          What is the punishment for spying against the king and country?          What did the colonists do to the tea after the British put a tax on it?          How did the British react?</p>
45- 60 minutes in class	<p>Review main characters and what is happening in the story. Continue reading Chapters 3 - 5. Questions for discussion:</p> <p>What happened at Bunker Hill?          What is a casualty?          Describe the conditions in which the soldiers fought?</p>
45- 60 minutes in class	<p>Have students retell events in the story up until this point. Continue reading chapters 6-8. Questions for discussion:</p>

	<p>Who are the Green Mountain Boys?</p> <p>How were they important to the American Army?</p> <p>What does the term liberate mean?</p>
20 minutes in the library	<p>Introduction to primary sources. What is a primary source? Why is it important to have a primary source? Show the students the <i>Join or Die</i> political cartoon by Benjamin Franklin. Make a connection to graphic novels (people have always used visual elements to tell a story or make a point). Use the primary source evaluation sheet provided by the Library of Congress to analyze the cartoon together.</p>
45- 60 minutes in class	<p>Have students retell events in the story up until this point. Continue reading chapters 9-11. Questions for discussion:</p> <p>What are the 3 unalienable rights in the Declaration of Independence?</p> <p>Why was it important for the Patriots to set up forts in New York?</p>
45- 60 minutes in class	<p>chapters 12-13</p> <p>Who is a Hessian?</p> <p>What is a “red badge”?</p> <p>On page 68, why are some of the panels circles and not square or rectangular? What does that tell you?</p>
45- 60 minutes in class	<p>chapters 14 &amp;15</p> <p>Why did General Washington order the fires to be kept lit in the Patriot camp even after most of the troops were gone?</p> <p>Why was the fog “lucky” the night the Patriot troops crossed the river?</p> <p>Use the map on page 84. What river did the Patriots cross from the Brooklyn Heights to Manhattan?</p>
20-30 minutes in the library	<p>Analyze Primary Sources. Using background knowledge from class readings and discussion, and our previous lesson on analyzing primary sources, we are going to analyze a Revolutionary War era primary source: the Engraving of the Boston Massacre. Students will work in groups of 2 or 3 and the analysis worksheets. We will compare what the engraving tells us about the Boston Massacre versus what Nathan Hale tells us on pages 124-126 of <i>One Dead Spy</i>. Have a mini discussion about propaganda (what it is and how it is used).</p>
	<p>chapters 16 - 17</p> <p>What is the difference between a pirate and a privateer?</p> <p>Would you rather be hanged as a prisoner of war or put on a prison ship? Why?</p>
	<p>chapters 18 &amp; 19</p> <p>How did Colonel Knowlton and his Rangers trick the Hessian troops in their battle of Manhattan? Why was it so important the Patriots win that battle even though they ended losing the city of New York?</p> <p>In the illustrations, does General Howe look happy or excited to have caught Nathan Hale and be sentencing him to hang?</p>
20-30 minutes in the library	<p>Use what we have learned about the Revolutionary War, graphic novels and propaganda to create your own piece of graphic/cartoon propaganda. Choose to be either a Loyalist or Patriot; pick an event you have learned</p>

	about; describe/depict the event in a way that is favorable to your side and what you want the outcome of the Revolutionary War to be. Begin to work on your piece.
--	---

<b>Assessments:</b>	<p>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?</p> <p>informal assessment Quizizz online <a href="#">interactive game</a>  informal assessment/exit slips on graphic novel elements (post-it notes)  informal assessment on primary sources - analysis worksheet  propaganda assignment</p>
<b>Learning Extensions:</b>	<p>Ideas for extending the lesson or connecting to other curricular topics or lessons</p> <p>Students may choose activities related to the American Revolution from the Choice Board to complete as enrichment. (see link below)</p> <p><a href="https://www.teacherspayteachers.com/Product/American-Revolution-Choice-Board-4140204?st=6f85fc7fdeb5be34d063a6975d2e843e">https://www.teacherspayteachers.com/Product/American-Revolution-Choice-Board-4140204?st=6f85fc7fdeb5be34d063a6975d2e843e</a></p>