U of SC South Carolina

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

Lesson Plan Template
Author(s): Camellia L. Harris Kelly Reardon
Grade Level(s): 7
Subject: Social Studies
Length of Class: **200 minutes (designed for 4 50-minute class periods)**

Image Citation:

Augustino, Jocelyn. "New Orleans, LA, September 2, 2005 Neighborhoods throughout the Area Remain Flooded as a Result of Hurricane Katrina." *NARA & DVIDS Public Domain Archive*, FEMA, 9 Jan. 2005, https://nara.getarchive.net/media/hurricane-katrina-new-orleans-la-september-2-2005-neighborhoods-throughout-8dc53b. Accessed 21 Sept. 2022.

Lesson Title:	Impact of Hurricane Katrina on New Orleans, LA
Overview:	Brief and accurate description of the lesson plan in one sentence In order to identify the impact of hurricane Katrina on the population of New Orleans, students will be using primary source photographs and the graphic novel *Drowned City* by Don Brown.
Learning Objective:	Desired Learner Outcomes in precise, measurable and obtainable terms. Limit your objectives to one or two. Students will identify two different impacts Hurricane Katrina had on the population of New Orleans by writing a paragraph and supporting each identified impact with at least one observation from either the photographs or the graphic novel.

Standards:	**7.5.1 PR Identify select North American physical systems & human characteristics of place.** **7.5.2 Identify climate & vegetation regions and the spatial distributions and patterns of natural resources including the impact of their location on human activities**.
Essential Question:	**What was the impact of Hurricane Katrina on the population of the city of New Orleans?**
Supporting Question(s):	What evidence do the photographs give of impacts on the population of New Orleans? How does *Drowned City* by Dan Brown portray the effects of Hurricane Katrina on the population of New Orleans?
Digital Primary and Secondary Sources:	List primary and secondary sources and include links. LOC pictures of Katrina Barber Shop Located in the Ninth Ward- https://lccn.loc.gov/2010630024 Damaged House in New Orleans https://lccn.loc.gov/2010630053 Miniature Golf Pieces https://lccn.loc.gov/2010630839 Waffle House Torn Apart -http://loc.gov/pictures/resource/highsm.04185/ Barber Shop Damaged - https://lccn.loc.gov/2010630180 Remnants from a Beach Front Hotel- https://lccn.loc.gov/2017879010
Required Classroom Materials:	What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)? Teacher computer to display slides and photographs Printed primary source photographs *Drowned City* by Don Brown (digital and print copies) Photo Observation Sheet Comic Observation Sheet Pencil or Pen
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? PROMETHEAN Board will be the focus for the teacher led portion. Students will be grouped at desks for individual work and then in the library they are at tables forming groups of 3 or 4.
Differentiation and Adaptations:	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.

	Have some observation sheets with a word bank for those who have limited vocabulary Sentence starters Use snap and read for those needing help Peer Pair read and discuss observations with the graphic novel. For lower level class teacher will identify impacts and students will then look for the evidence.

Lesson Sequence/Procedures	
Estimated Time Needed	**Detailed Description of Teaching and Learning**
Day 1	
10 minutes	Warm-up: What is FEMA? Students will read a short passage about what FEMA is and criteria for a FEMA declared disaster and answer 3 questions.
5 minutes	Lesson Introduction ● Review warm-up ● State standards, objectives, and focus questions.
10 minutes	Teacher introduces Hurricane Katrina with basic facts about the hurricane, such as: ● When did the hurricane make landfall? ● Where did it make landfall? ● How much money was spent on disaster relief? ● What are levees? ● When were the levees finally fixed? Quick Write: Students will make an inference about what the impact of a disaster like Hurricane Katrina has on people living in the disaster affected area.
10 minutes	Show primary source photograph of Hurricane Katrina. Teacher models making observations and inferences about a primary source photograph. As a class, look at a second photograph and make observations and inferences.
10 minutes	Students will choose a picture from the ones provided and record observations and inferences about the impacts of Hurricane Katrina. Choose a picture from the ones given and use the questions on the observation sheet given to see what you can see, reflect on what you noticed, and try to draw conclusions about the impact of the Hurricane.
5 minutes	First day lesson close: How did seeing these pictures today make you feel? What picture stood out to you the most and why?
Day 2	

10 minutes	Students will look at the map of "Top Historically Occurring FEMA Natural Disaster Declarations" and answer questions about the map. https://www.adt.com/natural-disasters/declaration-analysis
5 minutes	Lesson Introduction ● Review standards, objective, and focus questions of the lesson ● Pair with a partner and share inferences made from photographs the day prior. Choose one inference per partner pair to share with the class.
20 minutes	Introduce *Drowned City* graphic novel ● Title, author, and copyright ● Teacher defines color and hue as a feature of a graphic novel and shows an example of how color and hue emphasizes and adds to storytelling 　○ Students preview the graphic novels by flipping through the novel and looking for an example of color and hue 　○ Students will record observations on the comic observation sheet 　(examples of color and hue can be found on pages: 26-27, 30-31, 40-41) ● Teacher defines graphic weight as a feature of a graphic novel and shows an example of how graphic weight emphasizes and adds to storytelling 　○ Students preview the graphic novels by flipping through the novel and looking for an example of graphic weight 　○ Students will record observations on the comic observation sheet 　(examples of graphic weight can be found on pages: 6-7, 60-61)
10 minutes	Teacher reads aloud pages 2-11 of the graphic novel. Students follow along with their own copies. Teacher models making connections between the information in the graphic novel and prior knowledge. An example is the man on page 8 in FEMA shirt.
Day 3	
10 minutes	Show two images of the graphic novel. Have students match example of color and hue and example of graphic weight.
40 minutes	Teacher with class will read aloud the rest of the graphic novel, *Drowned City.* The photographs will be passed out to students so they can reference as the book is read. ● As class reads, the students will connect back with the photographs, making notes of page and connection.
Day 4	
10 minutes	Students look back over their notes and pick the two impacts that they want to write about.
40 minutes	Plan using Graphic Organizer for each impact and write paragraph Quick Write-How was your experience reading this graphic novel? Did the images add or detract from your understanding of the story?

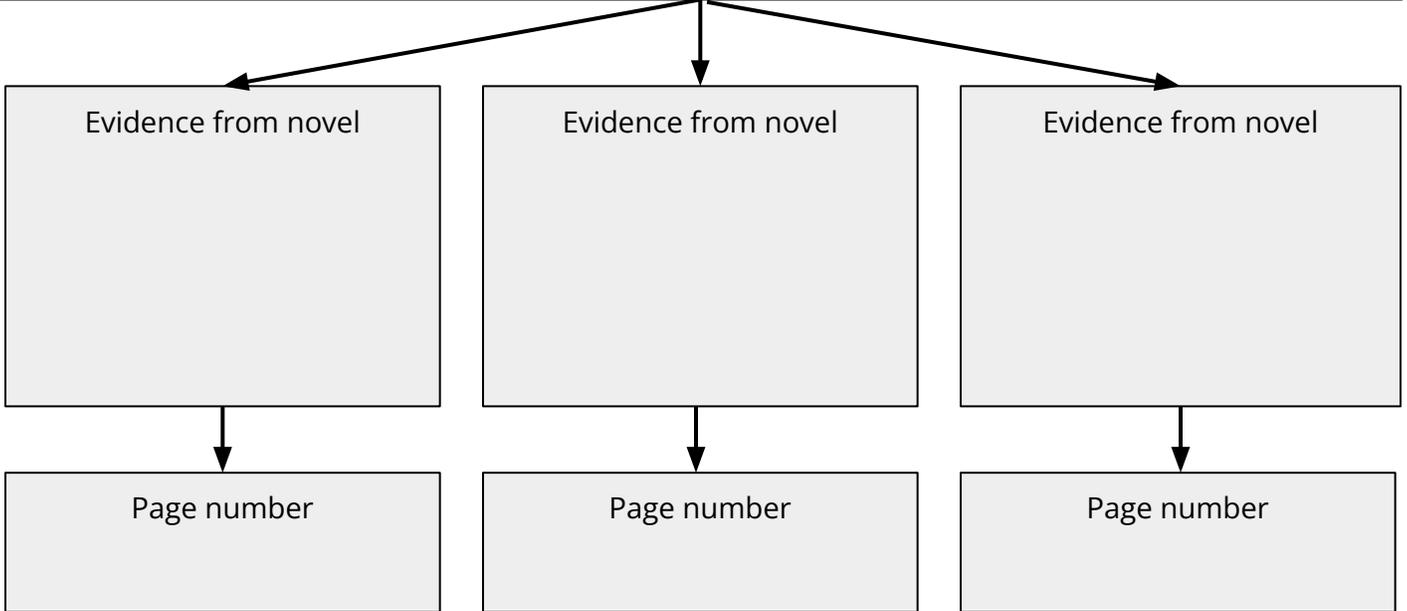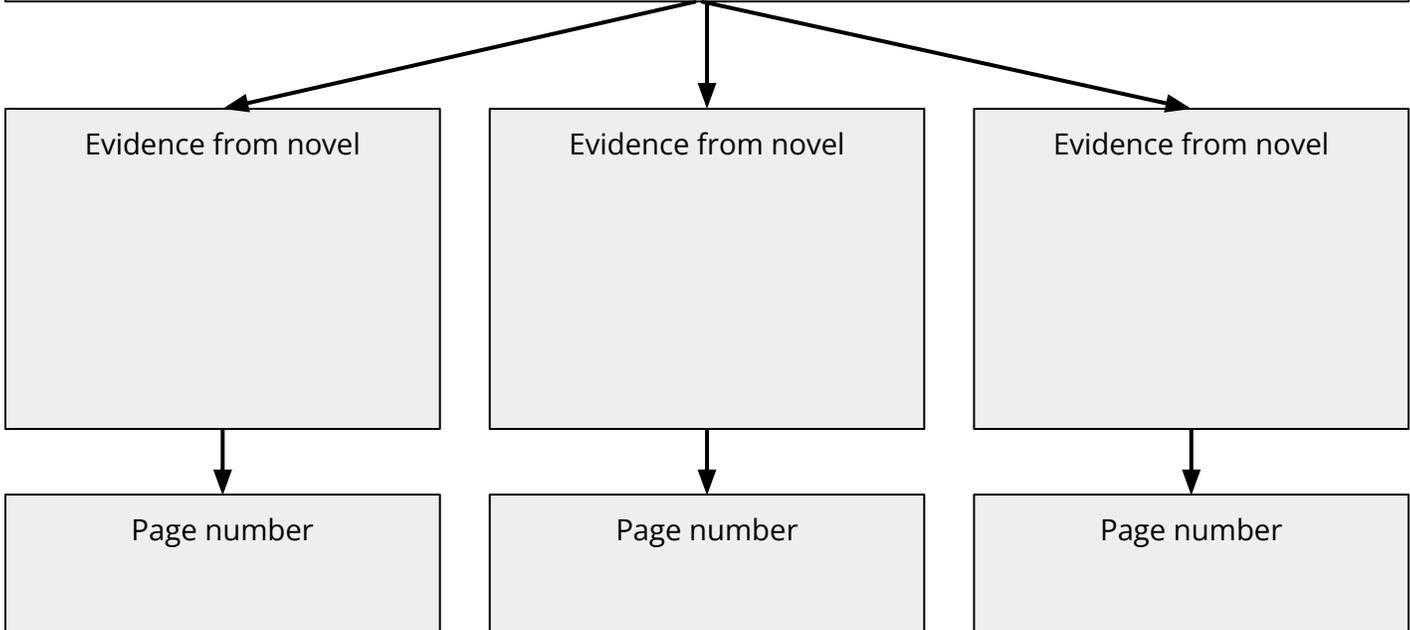|	
Assessments:	What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback? Formal is making sure two different impacts of Hurricane Katrina had on the population of New Orleans are mentioned in the student paragraph with supporting evidence of at least one observation for each impact from either the photographs or the graphic novel. The observation sheets will be checked as students begin making observations. During the Graphic Novel Activity teachers will informally assess student progress by noting those connections they make between the photos and the novel. The Graphic Organizer will be another informal assessment piece.
Learning Extensions:	Ideas for extending the lesson or connecting to other curricular topics or lessons *Other graphic novels and stories about Hurricane Katrina for checkout in the library *Also use the source list to show students where Don Brown got his information for his novel. *Add another one of the Graphic Terms to see if students can find other ways the artist is conveying story elements. *Use the book, *The Katrina Decade*: *Images of an Altered City* by David G. Spielman, to match up the similar photos with those already shown and point out the time difference between them.

Your Name: _____   Class Period: _____   Date: _____

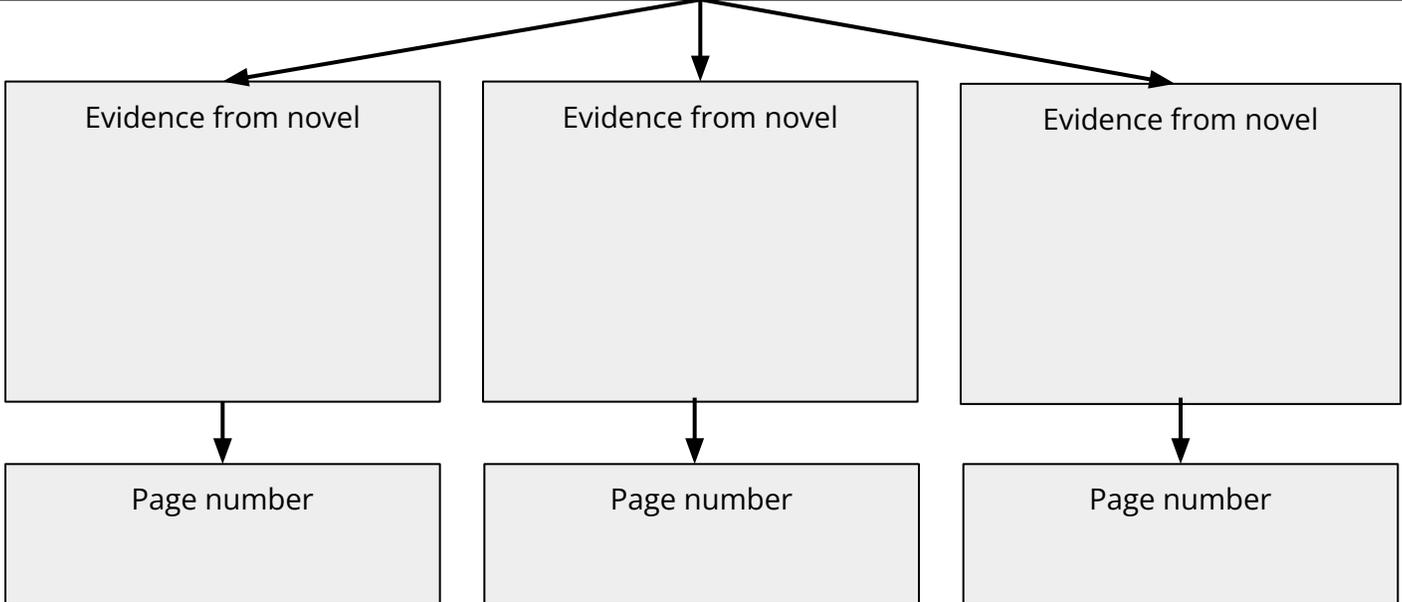# Impacts of Hurricane Katrina
As seen in "Drowned City" by Dan Brown

Impact 1

Evidence from novel	Evidence from novel	Evidence from novel

Page number	Page number	Page number

Impact 2

Evidence from novel	Evidence from novel	Evidence from novel

Page number	Page number	Page number

Impact 3

Evidence from novel

Evidence from novel

Evidence from novel

Page number

Page number

Page number

Impact 4

Evidence from novel

Evidence from novel

Evidence from novel

Page number

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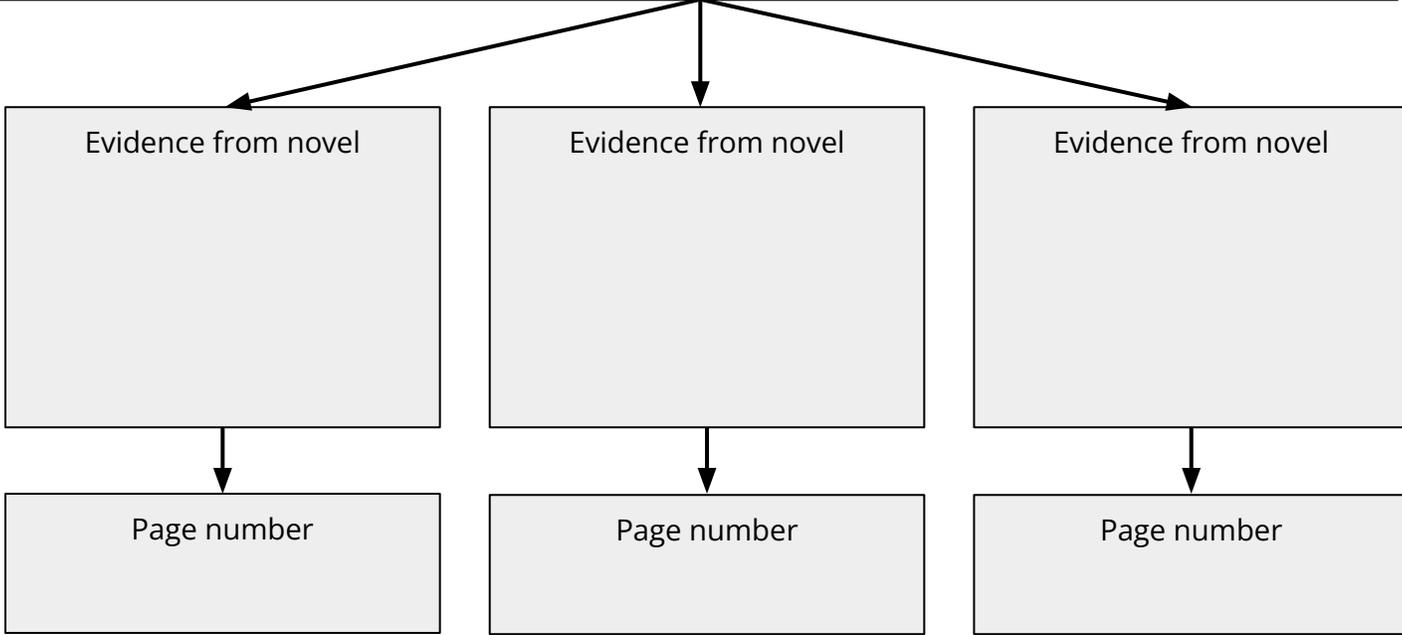
How was your experience reading this graphic novel? Did the images add or detract from your understanding of the story?

Color and Hue- the graduation (hue) and saturation (intensity of color) used to communicate meaning. Choose a page in the *Drowned City* that represents how Don Brown is communicating meaning using color and hue. Give the page # and explain what he drew that conveys emotion and meaning.

Graphic Weight- How certain images draw the reader's eye more than others. Choose a page in *Drowned City* that represents how Don Brown used Graphic Weight to emphasize a part of the story to the reader. Give the page # and explain what is the part that was more important than other parts of the picture and why did he choose that object or person.

Name(s):   Period:

Take the photograph you have been given and look at it. Write down your answers below the line.

- **What did you notice first?**
- **What objects are shown?   And How are they shown?**
- **Any words showing?**
- **What other details can you see?**

After you have made your observations, What can you infer about the image from these observations? Use the questions below to make a hypothesis about the photo and write it down below the line

- **Who do you think this image was made?**
- **What's missing from the image?**
- **If someone took this picture today, what would be different? same?**
- **What did you learn from examining this image?**
- **What do you still want to know about this image?**