Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template
Author(s): Ann Bennett and Caroline Baum
Grade Level(s): 7th Grade
Subject: GATE Geography
Length of Class: 50 minutes

Image Citation:

File:German Weapons and Helmet From WWI (29754857518).Jpg - Wikimedia Commons. 9 Nov. 2017, commons.wikimedia.org/wiki/File:German_weapons_and_helmet_from_WWI_(29754857518).jpg.

Lesson Title:	Geographic Changes in WWI
Overview:	Europe's geographic landscape changed based on WWI trench warfare that dramatically changed not only political lines, but physical features and human populations as well.
Learning Objective:	Students will be able to identify new countries created out of the Treaty of Versailles. Students will be able to analyze how trench warfare contributed to the new/different physical features of Europe's landscape.
Standards:	7.4.3.HS Explain Europe's current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change. 7.4.5.HS Identify and analyze the current political borders using maps, and explain the connections between European countries based upon centripetal and centrifugal forces, as well as connections between European places and other continents. Meaning and Context (MC) Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. 1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking. 1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations. 1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.
Essential Question:	How did the ending of WWI affect political borders?
Supporting Question(s):	How did the change of warfare shape the physical landscape of Europe? How does real life propaganda shape the way McHale draws/depicts historical events in his graphic novel? How do key elements of graphic novels lead to a greater understanding of the historical events?
Digital Primary and Secondary Sources:	List primary and secondary sources and include links. Proper Propaganda - https://www.loc.gov/resource/ihas.200209197.0/?sp=1 1912 Map of Europe https://www.loc.gov/resource/g5700.ct002032/?r=0.121,0.044,0.77,0.473,0 1919 War of Nations Map/Male Photos

	https://www.loc.gov/resource/collgdc.gc000037/?sp=134&r=0.162,0.029,0.603,0.37,0 1915 British Poster w/ God of War – Mars https://www.loc.gov/resource/cph.3g11184/ French Soldiers in Trenches https://www.loc.gov/pictures/item/93511146/resource/ 1917 Battle fronts of the war overlayed on a map of the US https://www.loc.gov/resource/g5701s.ct007679/?r=0.019,0.028,0.999,0.614,0 1918 Map of Europe post WWI – Wikimedia Commons https://commons.wikimedia.org/wiki/File:Europe_1918.jpg
Required Classroom Materials:	Vanderbilt's PTY Lesson "Truth VS Perception" Propaganda Unit Ideas Nathan McHale's "Treaties, Trenches, Mud, and Blood" IFP Board Student Devices Access to creative tools: paper, markers, colored pencils, crayons, highlighters, rulers, scissors, glue sticks, etc. Primary Sources print outs for students to annotate
Classroom Environment:	Room is arranged in 7 seats of four for collaborative learning.
Differentiation and Adaptations:	Students will be given paper copy of notes and materials while also having online access to these. Students will be able to move around during the lesson as needed. Teacher will provide close proximity for students who need redirection.

Lesson Sequence/Procedures	
Estimated Time Needed	**Detailed Description of Teaching and Learning**
30 Minutes	Library-led mini-lesson on how we should approach and close read graphic novel. The librarian will lead students through the main vocabulary used to talk about graphic novels – ask students if they can think of examples of these from graphic novels they've already read. Ask: How might creating a graphic novel based on history differ from creating a literary graphic novel? Record student answers and ideas. Ask: *Which historical time periods or events might work really well if you were to present them through graphic novel?* Record student answers and ideas. Present Nathan Hale's series and pass out one book to each table of students. Allow them time to look through the books. Create a Venn diagram based on what students think the similarities and differences are between Hale's works and a typical piece of

	informational text. Using the vocabulary from earlier in the lesson, allow students to record pages, panels, and frames which they feel are good examples of these terms. Discuss how Hale and other cartoonists use these to present and highlight information. Have each student create a statement about something they learned about graphic novels. Have each student create a prediction for how graphic novels might be used to teach and discuss history.
60 minutes	Close read through of Hale's "Treaties, Trenches, Mud, and Blood" as a group. Identify key pages and graphic details that identify the physical landscape in Europe changing in the novel. (At least four) Teacher will provide her key page numbers after students have identified their own.
60 minutes	Students will be given a list of primary sources to analyze and annotate as a whole class. Students will then compare and contrast their sources to the novel that relate in order to create their version of a graphic novel spread of at least four pages based upon at least one of the primary sources that was analyzed during class.
60-120 Minutes	Students will create their version of a graphic novel spread of at least four pages based upon at least one of the primary sources that was analyzed during class and drawing inspiration from Hale's book.

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? Day 1: Have each student create a statement about something they learned about graphic novels. Have each student create a prediction for how graphic novels might be used to teach and discuss history. Students will submit these for Independent Grades to check for understanding. Day 2: Students will submit their top 4 pages on how Europe's landscape has changed as seen in Hale's graphic novel for a classwork grade to check for understanding. Day 3: Students will submit their annotations that were done as a whole group to check for understanding as a classwork grade. Students will submit a compare/contrast worksheet to analyze the ideas from the primary source documents (linked above) for a Quiz grade to check for critical thinking skills. Day 4 and Day 5: Students will be given time in class to create their own page from a graphic novel incorporating at LEAST ONE primary source and pulling ideas at least 4 different ideas from Ms. Bennett's

	lesson from the library. These ideas will be written out in a paragraph format so the teacher can see if students have understood the content in a way that they can create their own interpretations. This will be graded as a Project Grade or Major Assessment.
Learning Extensions:	Students will use their knowledge of WWI to infer ideas about Imperialism in Africa. How did that play into the World War and why would this conflict create tensions in Europe? (Once we get to our Africa unit.)