



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s):

Grades 8

Subject:

English and Social Studies

Length of Class:

55 minutes

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

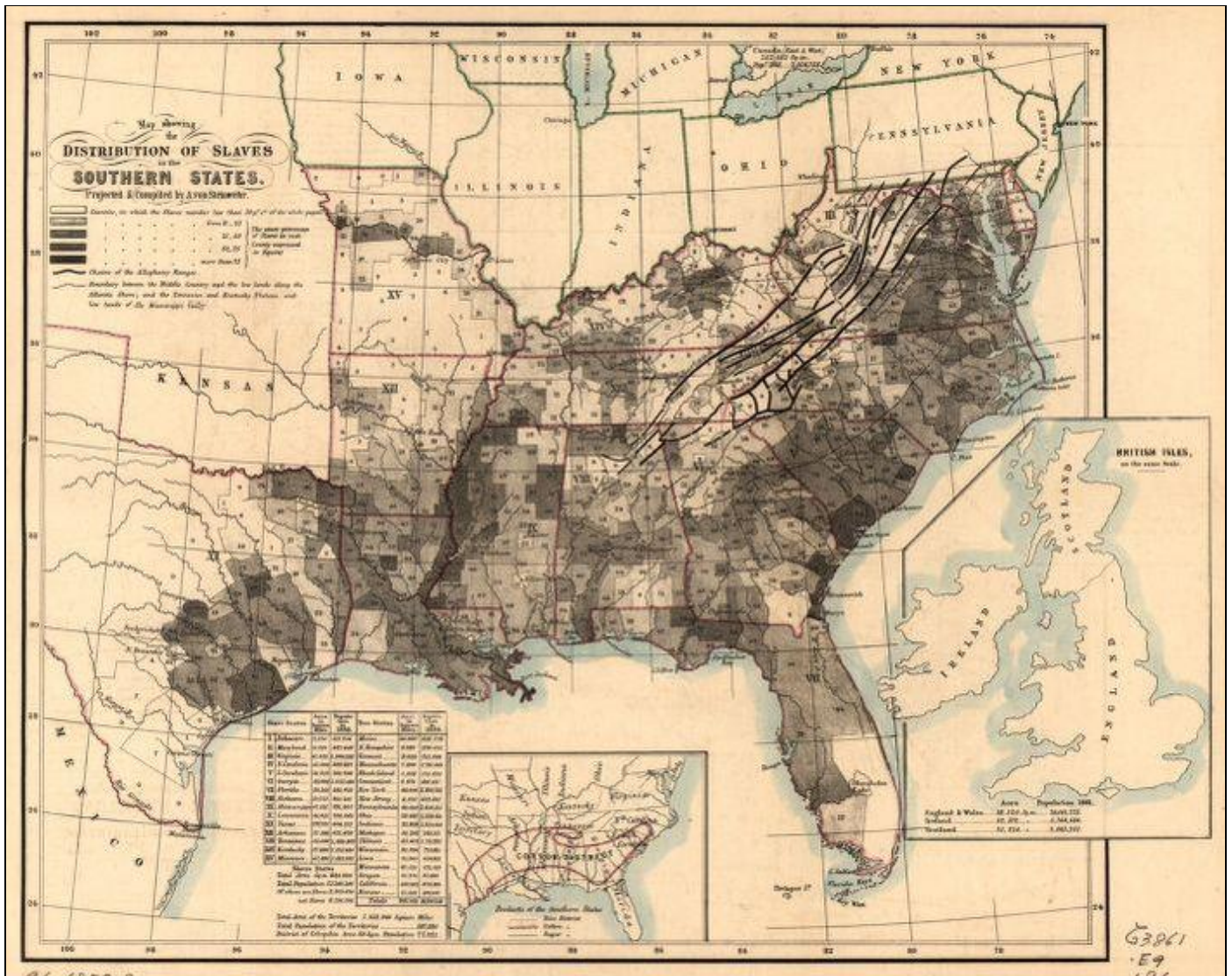


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Steinwehr, A. Von. Map showing the distribution of slaves in the Southern States. [Philadelphia, Pa.?: A. von Steinwehr, 186-?] Map. Retrieved from the Library of Congress, <www.loc.gov/item/96685918/>.

Lesson Title:

Escaping Slavery with Harriet Tubman

Overview:

Students will learn about slavery and the road to abolition by analyzing primary and secondary sources.

Learning Objective:

- 1) Students will evaluate primary sources by observing, reflecting, and questioning.
- 2) Students will create a visual (comic strip) that illustrates an escape route and the potential dangers of fleeing slavery with Harriet Tubman.

Standards:	<p>Social Studies</p> <p>6.3.P Summarize the impact of the Transatlantic Slave Trade on ideological, political, and social systems in the Atlantic World.</p> <p>4.4.CO Compare the economic and political causes of the Civil War.</p> <p>8.3.CO Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution.</p> <p>ELA</p> <p>I. 3.2 Examine historical, social, cultural, or political context to broaden inquiry.</p> <p>I. 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</p> <p>MC 7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.</p>
Essential Question:	<p>How were different groups of people (other slaves, slave owners, abolitionists, Frederick Douglas, etc.) affected in different ways by Harriet Tubman’s actions?</p>
Supporting Question(s):	<p>1) What was going on economically and politically that made some in favor of or against slavery?</p> <p>2) Which of Harriet Tubman’s actions impacted slavery and how?</p>
Digital Primary and Secondary Sources:	<p>Hale, Nathan. <i>The Underground Abductor</i>. New York, Amulet Books, 2015.</p> <p>Steinwehr, A. Von. Map showing the distribution of slaves in the Southern States. [Philadelphia, Pa.?: A. von Steinwehr, 186-?] Map. Retrieved from the Library of Congress, <www.loc.gov/item/96685918/>.</p>
Required Classroom Materials:	<p>Students will need Nathan Hale’s book <i>The Underground Abductor</i> (which is read prior to this lesson) and hardcopies of our primary source. Students will also need paper/digital app for drawing and drawing supplies.</p>
Classroom Environment:	<p>The teacher will have the primary source map on the Mimio board to allow students to zoom in as they plan their escape route. A table will include all supplies necessary for drawing. The teacher will circulate to monitor the students’ ideas as well as have a table for pulling students in small groups that need redirection or who have similar ideas to further discussion.</p>
Differentiation and Adaptations:	<p>Students will be able to choose to draw on paper or a digital app. Some students may even choose to insert pictures/images into their digital comic strip. Not all students feel confident or comfortable with drawing, so many options will be available to allow each student a chance at success. The artistic ability isn’t what is being assessed, but rather the students’ understanding of the economic and political impacts and the dangers slaves faced as they attempted to flee to freedom.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
(Previously, TBD)	Students will read the book <i>The Underground Abductor</i> .
	After reading <i>The Underground Abductor</i> , students will choose a minor or supporting character that encounters Harriet Tubman.
	Then, students will locate in the text the character's last encounter with Tubman. In a 4-8 panel comic strip, students will predict and draw what happens next to that character (focusing on a route to freedom and the dangers that may be encountered on the journey).
	Students who are willing will share their comic strip to further the discussion on different groups of people being affected by the actions of Harriet Tubman and the economic and political impacts of slavery.

Assessments:	<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>Students will be assessed by the accuracy of the information presented in the comic strip. Within the students' comic strip, students will need to consider (using the map) the character's setting, path, and geographical or political environments and have an appropriate ending.</p>
Learning Extensions:	Students can be encouraged to create a second comic strip with an alternate perspective or focused on a different person affected by the actions of Harriet Tubman.