



South Carolina

**Full STEAM Ahead:
Connecting Library of Congress Primary Sources and
Picture Books**

Lesson Plan Template

Author(s):

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Grade Level(s):

2nd

Subject:

ELA
Social Studies

Length of Class:

45 minutes each day, two (2) day lesson

Image Citations:

Questions to ask:

- Where do your eyes go first?
- What do you see that you didn't expect to see?
- What powerful words are expressed?
- What feelings does the source trigger in you?
- What questions do you have?



<https://www.rockefellercenter.com/history/>



<https://www.rockefellercenter.com/holidays/rockefeller-center-christmas-tree-lighting/>



<https://www.loc.gov/resource/gtfy.07277/>



<https://www.habitat.org/stories/rockefeller-center-christmas-tree-finds-new-life-helping-more-plants-grow>



<https://www.loc.gov/resource/vrg.10054/>

Lesson Title:	“Red and Lulu” and the Rockefeller Tree in New York City
Overview:	Students will be able to identify the historical event of the Rockefeller Christmas Tree and how it impacts the United States.
Learning Objective:	<ol style="list-style-type: none">1. The learner will be able to name and tell why the first tree was decorated in Rockefeller Center.2. The learner will be able to identify and illustrate how the tree impacts the US using a sentence (on their KWL) and drawing.
Standards:	RL2.9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning. 2.H.1 Identify and compare significant historical events, moments, and symbols in U.S. history
Essential Question:	What impact does the Rockefeller Christmas Tree have on people of the US?

Supporting Question(s):	Why was the first Rockefeller Tree displayed and decorated? Do you believe it created hope in others then? Now?
Digital Primary and Secondary Sources:	<p>Video: Rockefeller Christmas Tree https://www.habitat.org/stories/rockefeller-center-christmas-tree-part-habitat-humanity-home</p> <p>K-W-L Worksheet https://practices.learningaccelerator.org/strategies/know-wonder-learn-kwl-chart</p> <p>Newspaper Article: <i>Rockefeller Center Christmas Tree’s Humble Origins, 60 Years Ago</i> https://www.nytimes.com/2019/12/04/nyregion/rockefeller-center-christmas-tree.html</p> <p>Google Earth https://earth.google.com/web/</p>
Required Classroom Materials:	<p>Picture Book <i>Red and Lulu</i> by Matt Tavares Candlewick Press, 2017</p> <p>Analysis Tool K-W-L Worksheet</p> <p>Copies of photographs</p> <p>Copy of Newspaper Article</p> <p>Exit Slip</p>
Classroom Environment:	<p>Students will sit on the rug to create an intimate instructional environment in which to listen to a story, read, view photographs and conduct a discussion with partners (turn and talk) and the class. Students will return to their desks to complete the K-W-L/exit slip.</p>
Differentiation and Adaptations:	<p>The lesson could be modified by giving students a recording of the story in order to relisten and/or reread.</p>

Lesson Sequence/Procedures

**Estimated
Time Needed**

DAY ONE

**Read Aloud
15 minutes**

**Discussion
with Turn and Talk
10 minutes**

**Interactive
Vocabulary Chart
10 minutes**

**K-W-L
5 minutes**

Detailed Description of Teaching and Learning

Engaging Opener ▪ Teacher will read the story, *Red and Lulu*, by Matt Tavares.

1. Students will complete: What they know (K) of the K-W-L about the Rockefeller Tree.
2. The teacher will model visualizing and students will practice the important skill of visualizing. The teacher will stop periodically to ask and discuss what students are visualizing.
3. Discuss how illustrations help to add meaning to the story.
 - Does it create the illusion of sound?
 - Is it showing a passage of time?
 - What tone is created by the colors?
 - Notice perspective (close up images, far away, distance)
4. Students turn and talk to share what the illustrations mean to them.
5. How does the author portray the Christmas tree and the construction workers on the back page of the book? The teacher will encourage students to listen closely and look for evidence in words and short phrases that can help answer this question. The teacher will chart the words hopeful, patient, inspired, and determined during discussion. The teacher will ask what powerful words students are thinking as they discuss.
6. The teacher will model thinking aloud about the sights, sounds and feelings of the illustrations. She will “create a movie in her mind of what is happening in the text” using the sights, sounds, and feelings.
7. Students will complete: What they are wondering (W), and what they have learned (L) about the Rockefeller Tree in New York.

