

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

Lesson Plan Template

Author(s): Thelma Cotton and Jovita Reed

Grade Level(s): Third

Subject: English Language Arts

Length of Class: 30 minute lesson

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



Reproduction of a U.S. marshal's brass badge (c. 1900)

Image Citation:

"Federal marshal." *DK Eyewitness Books: Cowboy*, David Murdoch, Dorling Kindersley Publishing, Inc., 2nd edition, 2000. *Credo Reference*, https://scsl.idm.oclc.org/login?auth=discus&url=https://search.credoreference.com/content/entry/dkewcowb/federal_marshall/0?institutionId=7268. Accessed 18 Nov. 2022.

Lesson Title:	Inferring Character Traits: Deputy Marshal Bass Reeves
Overview:	Students will infer the character traits of historical figure Bass Reeves using evidence from a picture book biography, as well as primary sources related to Reeves' life.
Learning Objective:	Students will use "I can" statements. I can infer character traits using background knowledge and evidence from the text. I can use text evidence to describe a character's traits.
Standards:	<p>Standards:</p> <p>SCDE English Language Arts Priority and Support Learning Standards 2020</p> <p>Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>RL.8.1.a Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and</p> <p>RL.8.1.b. explain the influence of cultural and historical context on characters, setting, and plot development.</p> <p>ISTE 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>
Essential Question:	1. How does a character's traits contribute to his/her motivations?
Supporting Question(s):	1. How would a story's plot change if the characters had different traits? 2. How do our own traits contribute to our own problem-solving in our everyday lives?

<p>Digital Primary and Secondary Sources:</p>	<p><u>Reeves, Bass</u> <u>Bass Reeves and his Native American Partner</u></p> <p><u>Oath of Deputy Marshal for Bass Reeves</u></p> <p><u>Photograph of Hon. Judge Isaac C. Parker</u></p> <p><u>Bass Reeves: Thieves, murderers feared one of Wild West’s baddest lawmen</u></p> <p><u>Map of Fort Smith Historic Site, (housed US Federal District Court in Indian Territory).</u></p> <p><u>Handbook of American Indians North of Mexico Vol. 1</u></p> <p><u>Map of Indian Territory Oklahoma</u></p> <p><u>Bad News for Outlaws Read Aloud</u></p>
<p>Required Classroom Materials:</p>	<p>Copy of the Anchor Text: Bad News for Outlaws: The Remarkable Life of Bass Reeves by Vaunda Micheaux Nelson, <u>Character Traits Graphic Organizer</u>, Pencils, Smartboard, Digital primary and secondary resources, student chromebooks.</p>
<p>Classroom Environment:</p>	<p>Students in need of reading, language, and behavior support are seated near the front of the room for additional support from the teacher. Students will be paired strategically during Turn and Talk to ensure peer support and collaborative learning.</p>
<p>Differentiation and Adaptations:</p>	<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>The lesson will be broken up into three parts:</p> <ol style="list-style-type: none"> 1. For the visual and auditory learners: the teacher will read the story aloud, emphasizing the character traits vocabulary in the story, while pointing out and explaining the facial features and body language of the characters in each scenario. 2. For the kinesthetic learners: the student will draw emojis expressing different emotions and facial expressions. 3. For all learners: the teacher will incorporate primary sources

into the lesson plan and explain their significance in date, time, and use to enhance the content of the story to make it relevant to the students.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
2-3 minutes	1. After discussing our inferences about character traits from a previous story, I will display our anchor chart on character traits and review that we can infer a character's traits based on what the character does and says. I will also review our class-created list of positive and negative traits.
10 minutes	2. I will let the students know that today we will be analyzing the traits of a character from a new text: Bass Reeves, and will explain that this story is a biography of a real person who lived in the American West during the period of Western expansion. Using the primary sources listed above, we will first develop our schema on the setting and environmental and social factors at play during Reeves' lifetime. We will then read the story, asking and answering literal questions as we go along about context clues about Reeve's personal character traits. Students will turn and talk with a partner about whether or not they think Bass Reeves had positive or negative traits. We will then return to a whole-group discussion in which we share some of the traits we believe Reeves possessed. I will add these traits to our anchor chart.
2-3 minutes	3. I will remind students that we can support our inferences about character traits using evidence from the text. We will discuss how Reeves' words and actions leave clues about his internal traits. I will read aloud a page from the text and have students signal when they hear a clue from the text about Reeves' traits. I will call on a few students to share their thoughts.
15 minutes	4. Students will then work independently to complete a Character Traits Graphic Organizer in the Google Classroom in which they identify one of

	<p>Reeve's personality traits and explain their inference using evidence from the text. A copy of the text will be included in the virtual assignment. Students who need language or reading support will be provided with a video of the story being read aloud to refer to. Gifted students and early finishers will identify <i>two</i> character traits instead of one, and provide text evidence for both.</p>
5 minutes	<p>5. Once students have completed their lesson, they will complete a virtual exit slip in which they explain how the adversities Bass Reeves faced helped to develop his personal character traits.</p>

<p>Assessments:</p>	<p>What are the evaluation (informal and formal) tasks for this lesson? Turn and Talk Graphic Organizer Exit Slips</p> <p>How do the evaluation tasks connect with the learning objectives? The evaluation tasks allow students to utilize newly formed schema coupled with text evidence to infer a character's traits.</p> <p>How do the evaluation tasks demonstrate student learning? Students must apply their schema to make an inference and identify and explain the text evidence that supports their inferences.</p> <p>How will students receive feedback? Students will receive peer feedback in the form of classroom discussions as well as turn and talk activities. Students will receive teacher feedback from their graded Character Traits Graphic Organizer.</p>
<p>Learning Extensions:</p>	<p>Ideas for extending the lesson or connecting to other curricular topics or lessons</p> <p>The teacher will use additional, related resources to the story:</p>

1. Video clips of western lawmen in old TV programs such as “The Lone Ranger” or Matt Dillon in “Gunsmoke.”
2. Nonfiction book, Police in action, by Lisette Gonzalez. (Series: *Dangerous jobs*) as a reference to community helpers for contemporary relevance.

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