



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

Alicia Davis & Deloris Samuel

Grade Level(s): 8th Grade

Subject: Social Studies (SC History)

Length of Class:

50 Minutes



“Survivor-Celebration” <https://www.dhhrm.org/>,

<https://www.dhhrm.org/exhibitions/holocaust-shoah-wing/,5-12-23>.

Lesson Title:

Surviving the Holocaust: Holocaust survivors' impact on South Carolina's history.

Overview:	Due to the devastating effects of nationalism that led to World War II and the Holocaust, many refugees and Holocaust survivors were forced to flee. Many settled in the United States. In South Carolina, Holocaust survivors contributed to the economic and social development of their new home.
Learning Objective:	<p>Students will analyze primary and secondary documents to learn about the events of the Holocaust.</p> <p>Students will read <i>We survive the Holocaust</i> and analyze how the Holocaust impacted refugee policies, particularly Jewish refugees entering South Carolina in the post-war period.</p> <p>Students will also explain the range of experiences of Jewish people in the different times and places in Europe during the Holocaust to the United States during the post-war period.</p>
Standards:	<p>Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present</p> <p>8.5.CO Compare South Carolina and U.S. wartime contributions and demobilization after World War II. This indicator was designed to promote inquiry into military and economic policies during World War II, to include the significance of military bases in South Carolina. This indicator was also developed to foster inquiry into postwar economic developments and demographic changes, to include the immigration of Jewish refugees following the Holocaust.</p>
Essential Question:	How was national security used as a rationale to restrict the civil rights liberties of certain groups?
Supporting Question(s):	<p>What two or three questions support students answering the essential question?</p> <ol style="list-style-type: none"> 1. What was the Holocaust? 2. How and why did the Holocaust happen? 3. How did South Carolinians contribute to the national Civil Rights Movement? 4. How has civil engagement been used to shape South Carolina's identity?
Digital Primary and Secondary Sources:	<p>Primary: https://newspapers.ushmm.org/</p> <ul style="list-style-type: none"> • https://newspapers.ushmm.org/events/jewish-refugees-desperately-seek-safe-harbor >>> Newspaper article on Jewish refugees • https://newspapers.ushmm.org/article/53615 >>> U. S. Asked Why It Doesn't Give Haven For Jews

	<ul style="list-style-type: none"> • These articles give students a chance to examine articles written in real time regarding events of Jews seeking refuge <p>Secondary: Book: We survived the Holocaust by Frank W. Baker</p> <p>https://wesurvivedtheholocaust.com/</p> <ul style="list-style-type: none"> • Book Trailer to introduce graphic novel <p>https://guides.loc.gov/ww2</p> <ul style="list-style-type: none"> • Students can use the Library of Congress to look at online exhibits of the the holocaust to enhance their learning.
<p>Required Classroom Materials:</p>	<p>This lesson uses the graphic novel “We Survived the Holocaust” as a primary tool for student learning. The novel is an easy tool used to increase student engagement with historical content.</p> <p>Teacher/Librarian will need Smartboard and a copy of We survived the Holocaust book</p> <p>Students will need</p> <ul style="list-style-type: none"> • A copy of We survived the Holocaust book. • Laptops • KWL chart • Glossary of terms
<p>Classroom Environment:</p>	<p>The students will read a graphic novel in a day.</p> <ul style="list-style-type: none"> • Students are arranged into collaborative groups. Students will use the collaborative groups for small group discussion. • Collaborative groups will be given a set of pages (roughly 23 pages for each group). Student groups will read the assigned pages and then have a small group discussion about assigned material. During small groups discussion students will complete Cornell notes of the discussion and assigned reading material. • Next the students will arrange the desk in a circle for Socratic Seminar. • Students will engage in a whole group discussion on the pages from assigned readings. Students will present information in numerical order as the other students take notes on presented information.
<p>Differentiation and Adaptations:</p>	<ul style="list-style-type: none"> • Translation assistance with our ESOL teacher. • For students with different lower Lexile levels the lesson may take two days (divide the book into two parts students will complete 1 part the first day and the remainder of the book the second day.

	<ul style="list-style-type: none"> ● For group discussions or engagement use online tools that work best in your classroom, such as Padlet. ● Teachers can incorporate AVID strategies such as think-pair-share, turn & talk, jigsaw, read aloud, read-write-speak-listen, and etc... ● Provide guided notes with the assigned readings. ● Teachers can provide students with a choice board of activities in reference to the graphic novel. ● Students are assigned smaller sections of the book and complete a quick-write on the material cover in the assigned reading. Students can then share information from the quick-write for group discussion.
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Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 minutes	The teacher will activate prior knowledge by reviewing events in the post-war time period. Students will create a working definition of the Holocaust and fill in the KWL chart first (What I know) and second (What do I think I will learn) columns.
5 minutes	The librarian will discuss how primary and secondary sources can offer insight from historical time periods or events, and allow us to compare and analyze information. Show examples of primary and secondary sources and ask students to discuss what the images or newspaper article convey to them
20 minutes	Students are in small groups (4 to 6 students) depending on class size. The teacher will explain how the student will participate in reading a book in a day. The teacher will model for students how to complete the KWL chart after/while reading the assigned readings.
10 minutes	Socratic Seminar: Students will discuss information from the assigned readings and put the story of the book together. Students will openly present the material for discussion and inquiry.
5 minutes	Closure: Students will complete an exit ticket. The exit ticket will focus on a personal response to the book and how it connects to South Carolina history during post-war time period.

<p>Assessments:</p>	<ul style="list-style-type: none"> ● Informal evaluation: exit tickets & quick-write ● Formal evaluation: Students will complete TDA (Text Dependent Analysis) on Holocaust survivors in MasteryConnect ● Exit tickets and quick-writes will connect with the learning objectives by analyzing Holocaust refugees and learning how they impacted South Carolina’s economic and social development. ● TDA given in MasteryConnect is a formal assessment that is aligned with the South Carolina state standards and detects student mastery of a standard.
<p>Learning Extensions:</p>	<p>This lesson is an introductory lesson for a unit on World War II.</p> <ul style="list-style-type: none"> ● In future classes, students will continue to read <i>We survived the Holocaust</i> and participate in more in-depth activities and discussions centered on its content. ● Students could locate primary sources which share common themes through the Library of Congress on a different topic. Students could then present to the class the sources they found and compare and contrast the topics. ● Students could develop a Service-Learning Project after researching the topic more in depth.