****

**Full STEAM Ahead:**

**Connecting Library of Congress Primary Sources and Graphic Novels**

|  |  |
| --- | --- |
| **Lesson Plan Template** | |
| **Author(s):**  **Jessica Colella-Shake and Matthew Fenech** | |  |
| **Grade Level(s):**  **6th-8th** | |
| **Subject:**  **Social Studies** | |
| **Length of Class:**  **60 minutes** | |  |
|  | |
| **Image Citation:**  **https://pixabay.com/illustrations/astronaut-space-suit-woman-girl-6195007/** | |
| **Lesson Title:** | Astronauts & Discus |
| **Overview:** | Students will utilize Discus to find primary sources to help craft a biography about a subject discussed or mentioned in the graphic novel Astronauts. |
| **Learning Objective:** | 1. Students will gain a better understanding of what a “primary source” is. 2. Students will feel comfortable navigating Discus to locate potential primary sources. 3. Students will hone their informative writing skills while crafting a short biography. |
| **Standards:** | To demonstrate their ability to use evidence in the study of history, students should:  ● compare various types of sources to be used in a South Carolina Social Studies College- and Career-Ready Standards Page 76 Indicator  Expression: primary and secondary sources, used in an inquirybased study of history.  ● engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.  ● evaluate secondary sources for accuracy and validity.  ● examine multiple points of view to construct a historical argument.  ● corroborate multiple sources  See also:  W (2.1)  I (3.1-3.4) |
| **Essential Question:** | How can you utilize Discus sites to find accurate and reliable primary and secondary sources? |
| **Supporting Question(s):** | What is a primary source? What is a secondary source?  How do I conduct responsible and accurate research practices?  How can I organize and present my research in a format that accurately conveys my findings to others. |
| **Digital Primary and Secondary Sources:** | Primary sources will vary depending on what students search and gather while utilizing Discus.  Secondary sources:  <https://scdiscus.org/>  <https://go.gale.com/ps/start.do?p=BIC&u=scschools>  <https://research.ebsco.com/c/rc7cez/> |
| **Required Classroom Materials:** | Student Chromebook/devices (1:1)  A promethean board/smart board for displaying accompanying slides, websites, and information. |
| **Classroom Environment:** | Students would either work individually or in small groups to research and compile usable information from a variety of primary and secondary sources. Group students by interests/people they are researching.  Make sure a promethean or some kind of interactive bulletin board is visible for students for guidance/instructions and hands on practice navigating Discus as needed. |
| **Differentiation and Adaptations:** | To differentiate for learners, make sure to provide small group work when necessary.  For ESOL learners, translation can be utilized on different webpages to assist with research. |

|  |  |
| --- | --- |
| **Lesson Sequence/Procedures** | |
| **Estimated**  **Time Needed** | **Detailed Description of Teaching and Learning** |
| 5 Minutes | Grouping, seating, agenda framework |
| 15 Minutes | Discuss primary versus secondary sources. Use predetermined resources from Discus and quiz students on whether they would label the source as primary or secondary. Utilize movement for this activity (ex: “primary” stand on this half of the room and “secondary” stand on this half). Have students provide reasoning for their choices. |
| 20 minutes | In detail, go over the different aspects of Discus research-specifically utilizing Gale Biography in Context and Ebsco to highlight important Discus features. |
| 20 minutes | Students research individually or in small groups while utilizing Discus to find reliable primary and secondary sources. |
| (Additional blocks/future time as needed) | If students are to create a brief biography in class (one page, three paragraphs consisting of introduction to person/general overview of their life, body consisting of achievements/why they are famous, conclusion stating end of life/current happenings in their life and long-lasting effects on society), set aside additional blocks/time as needed to complete research and biography assignment. |

|  |  |
| --- | --- |
| **Assessments:** | Informal evaluations could consist of monitoring research and asking students to specifically label their primary versus secondary sources for feedback.  Another informal option, especially within small groups, could be a peer review based off of a premade scoring rubric.  Formal assessments could include a final grade for the final biography product that is produced and turned in.  An additional exit slip could be a survey utilized to collect student feedback in regards to the assignment. |
| **Learning Extensions:** | Learning extensions could be created by close-reading other nonfiction or historical fiction or memoir graphic novels that could be analyzed and researched utilizing primary or secondary sources.  Examples:  American Born Chinese  El Deafo  Laika  Maus  Hazardous Tales series  History Comics series  Big Ideas series  Science Comics series  Around the World  Primates  When Stars are Scattered |