



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s):

5th

Subject:

Social Studies/ELA

Length of Class:

This lesson includes a week-long unit and activity. This lesson will be taught during a 30 minute library period and a 30 minute social studies period. It is intended for the library lesson to be taught during one library session and for the students to work on the other parts of the activity for 3- 30 minute periods during class time. The librarian and teacher will work together on the final day of the project (Day 4) and the teacher and librarian will celebrate student work together.

**Image Citation:**

<https://www.loc.gov/item/97519082/>

Lesson Title:**Do You Get Where I'm Coming From?:**

Using Graphic Novels and Primary Sources to Research Origins of Immigrants

Overview:

Students will learn about immigration to Ellis Island by studying and investigating the graphic novel, Landing at Ellis Island. After reading the graphic novel, students will work to learn about individual countries that immigrants traveled from. Students will research about that individual country and create a travel journal full of primary sources that represent the country and how

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| Learning Objective: | The student will be able to identify the difference between a primary and secondary source. They will understand that authors often use primary sources to write historical fiction. Students will be able to use multiple sources and formats to research immigrants from different countries. |
| Standards: | Social Studies: 5.1.CE Examine push- and pull-factors related to immigration and expansion on urban and rural populations during the period. ELA: I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources |
| Essential Question: | How can I use primary sources to extend my knowledge of immigration to the United States? |
| Supporting Question(s): | How do researchers/authors find information about immigrants from the past? What sources can be used to find historical documents? |
| Digital Primary and Secondary Sources: | Culturegrams: https://online.culturegrams.com/kids/ LOC: The Danes The Norwegians The Swedes The Finns The Icelanders Irish Immigration Irish Settlements German Immigration German Settlements Italian Immigration Italian Settlements The Polish/Russian Ellis Island Photos |
| Required Classroom Materials: | <ul style="list-style-type: none"> ● Graphic Novel- <u>Landing at Ellis Island</u> By: Dr. Holly Karapetkova <i>(This text is located on Epic for free digitally, but can also be found and used in hard copy format as well)</i> ● Do you get where I'm Coming From Rubric and Research Guide ● Bunce Template ● Destiny Discover Collection |
| Classroom Environment: | In the classroom, students are at desks. Students will have the opportunity to work together throughout the research project in small groups when necessary. |

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| | In the media center, students are arranged in groups at tables. The graphic novel will be displayed on the mimio board and students will have access to the book on individual iPads. The primary image analysis will be displayed on mimio board for students to discuss as a group. |
| Differentiation and Adaptations: | <p>This lesson can be modified for diverse learners by utilizing one on one student/teacher interactions and small group support. The text can be read to students in order to support students needing additional assistance with comprehension. This activity could also be adapted into a group research project and students could work together to find important research sources.</p> <p>Instead of creating the activity on a digital platform, students could create the poster on paper.</p> |

| Lesson Sequence/Procedures | |
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| Estimated Time Needed | Detailed Description of Teaching and Learning |
| Day 1: 30 mins | <p>Classroom Lesson 1:</p> <p>During the classroom lesson, <u>Landing at Ellis Island</u> will be read aloud. The teacher can choose to conduct an interactive read-aloud or share the text with each student on Epic. As the text is read aloud, the teacher should focus on the following essential questions:</p> <ol style="list-style-type: none"> 1. What primary sources did we notice in the graphic novel? Why did the author choose to include these primary sources? 2. Where did Anna's family immigrate from? What did you learn about her country in the graphic novel? <p>In addition, the teacher can conduct a discussion with students about the information in the graphic novel.</p> |
| Day 2: 30 mins | Library lesson to introduce primary sources by using a whole group image analysis, lesson on Finding Primary Sources, students receive the assignments for travel journals. |
| Day 3: 30 mins | Students work on completing the travel journal template. The teacher will work with students needing additional assistance finding appropriate primary sources to support their research. |
| Day 4: 30 mins | The librarian and classroom teacher will come together to celebrate student work. Students will rotate around the classroom to share their travel journals with each other. Students will focus on sharing their primary source that they included in their journals and discuss their research process. |

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| Assessments: | Formative assessment includes group feedback on the primary source photo image analysis, whether image is primary or secondary, and connection to the graphic novel. |
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| | <p>Summative assessment includes a digital poster on canva and research guide. The evaluation tasks are connected to the learning objectives by demonstrating whether the students understand what a primary source is and how to find different sources of information about immigration.</p> <p>Summative assessment will demonstrate group mastery of key concepts such as primary source connection to historical fiction and the differences between primary and secondary sources. The digital poster and research guide will demonstrate individual mastery of key concepts such as using different sources and types of information for research. Students will receive verbal feedback for the summative project and a grade based on a rubric for formal evaluation.</p> |
| Learning Extensions: | <p>To extend the lesson, students could create a letter to send home to loved ones about their experience immigrating to America. This extension could connect to the novel, <i>Letters to Rifka</i>.</p> <p>In addition, student research could be put together to make a collaborative travel journal.</p> |