



# 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:**

**45 min.**

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

**Image Citation:**

Wright, W. & Wright, O., photographer. (1904) Wilbur and Orville Wright with their second powered machine; Huffman Prairie, Dayton, Ohio. Ohio Dayton, 1904. [May] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2001696552/>.

**Lesson Title:**

The Wright Brothers and the Second Revolution

**Overview:**

.Students will Compare and contrast primary and secondary sources using photo from Library of Congress and Graphic Novel about Wilbur and Orville Wright

<b>Learning Objective:</b>	<p>1. Students will learn the definitions of primary source and secondary source.</p> <p>2. Compare and contrast how events, topics, concepts, and ideas are depicted in informational texts, including primary as well as secondary sources</p>
<b>Standards:</b>	<p>5-RI.10.1 Compare and contrast a primary and secondary account of the same event or topic.</p> <p>5.1.E Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U.S.</p>
<b>Essential Question:</b>	<p>How did America change as a result of the Industrial Revolution?</p> <p>In what ways did improvements in science and technology change America?</p>
<b>Supporting Question(s):</b>	<p>What is the difference between a primary and a secondary source?</p> <p>Who were the Wright Brothers?</p> <p>What economic factors led to the rapid industrialization?</p>
<b>Digital Primary and Secondary Sources:</b>	<p><a href="#">Wright Brother Primary Source</a></p>
<b>Required Classroom Materials:</b>	<p>20 copies of photo of Wright Brothers from Library of Congress; Book; “Flying Machines: How the Wright Brothers Soared” by Alison Wilgus; colored pencils, pens, 20 copies of Venn Diagram</p>
<b>Classroom Environment:</b>	<p>Promethean Board to project primary source photo.</p> <p>Students will move around the room to pair for partner work.</p>
<b>Differentiation and Adaptations:</b>	<p>In what ways will you differentiate for learners within the classroom? Some students will get blank Venn Diagrams and some will get prompted Venn Diagrams. Advanced Learners will write a paragraph comparing and contrasting the primary and secondary sources.</p>

## Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
5 min	Introduce lesson, discuss and define primary source and secondary source. Activate prior knowledge by asking what the students know about the Wright Brothers, the first airplanes, other inventions in the Industrial Revolution.
10min.	Engage: Discuss primary source photo details. Ask the whole group What do you see? What do you wonder? What do you think? On the Promethean board notate comments that students make using a different color for each line of questions.
25 min.	<p>Investigate: Introduce graphic novel.</p> <p>How do you read a graphic novel? DO you read all of the text first, then the pictures? Or all the pictures first? Can you tell what the story is about just by the illustration? Graphic Novels have <b>technical elements</b> that convey the story. <b>Panels</b> are the blocks that the pictures and text are in. The white space between panels is called the <b>gutter</b>. Think of it like a break between scenes or actions. The <b>balloons</b> are used for speech and character's thoughts. <b>Sound effects</b> are written in words such as BAM! And Crash!</p> <p><b>Narration</b> is written in squares or rectangles within the panel. <b>Motion lines</b> depict the direction of the action in the picture. <b>Background colors</b> are used to denote the mood of the plot.</p> <p>Allow students to partner.</p> <ul style="list-style-type: none"> <li>· Guide them to identifying the technical elements in Flying Machines.</li> <li>· Ask them to take time to identify similarities in the photo and the graphic novel. Who are the men in the picture?</li> <li>· Then, ask students to see if they can figure out where and what time period the photo was taken by using the illustrations and dialogue in the book. From the book, can you tell what they may have been discussing in the photo?</li> </ul>

	Apply knowledge and observations by using Venn Diagram to analyze the primary source, secondary source, and what they both have that helps them determine the place and time period of the picture.
5min.	Review and Closure: give student opportunity to share their findings on the Venn Diagram about the Wright brothers invention process.

<b>Assessments:</b>	<p>What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks cWhat are the evaluation (informal and formal) tasks for this lesson? VENN DIAGRAM of primary source, secondary source, and the similarities.</p> <p>How do the evaluation tasks connect with the learning objectives? The Venn Diagram helps students to compare and contrast the primary and secondary sources.</p> <p>How do the evaluation tasks demonstrate student learning? The Venn Diagram helps students to analyze the importance of primary sources in history. The use of primary sources in the retelling of events in history.</p>
<b>Learning Extensions:</b>	<p>Ask:</p> <p>What other inventions during the Second Industrial Revolution changed the way US citizens travel?</p> <p>What other economic changes happened during this time?</p>