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**Full STEAM Ahead:**

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

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| **Lesson Plan Template** | |
| **Author(s):**  **Tammie Dreher Wells & Kadesha Gordon-Simms** | |  |
| **Grade Level(s): 10-12** | |
| **Subject: Library Media and U.S. History** | |
| **Length of Class:**  **1.15** | |  |
| https://tile.loc.gov/storage-services/service/pnp/cph/3f00000/3f05000/3f05100/3f05183_150px.jpg | |
| **Image Citation:**  Federal Art Project, Sponsor. For Greater Knowledge on More Subjects Use Your Library More Often. [Chicago: illinois wpa art project, between 1936 and 1941] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/98508155/>. | |
| **Lesson Title:** | Identifying and using primary and secondary sources to use in research and history lessons. This is a collaboration between the library media specialist and U.S. history teacher. |
| **Overview:** | Brief and accurate description of the lesson plan in one sentence  Students will learn to identify, use, and differentiate between primary and secondary sources and critically observe, reflect, and ask questions in their research and US History lessons. |
| **Learning Objective:** | Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives.   1. Students will define and differentiate between primary and secondary sources within one class block. 2. Examine and analyze primary sources how Reconstruction did or did not uphold America’ founding values |
| **Standards:** | AASL Shared Foundations, Domains, and Competencies: II.B.2. Learners will evaluate a variety of perspectives during learning activities.  USHC 2P – Impact of the Civil War |
| **Essential Questions:** | The essential question should be student-friendly and academic. It should be inquiry-based and connected to standards and learning objectives.   1. What is a primary source and a secondary source? 2. What are examples of primary and secondary sources?   3. What were two issues experienced by African Americans after Reconstruction? |
| **Supporting Question(s):** | What two or three questions support students answering the essential question?   1. What is the difference between a primary and a secondary source? 2. Why did the Federal government have difficulty in formulating its Reconstruction policies |
| **Digital Primary and Secondary Sources:** | List primary and secondary sources and include links.   1. Librarian: a) Baseball, Race Relations and Jackie Robinson to analysis Primary Sources: <https://www.loc.gov/classroom-materials/baseball-race-relations-and-jackie-robinson/> b). Video: Teaching with Primary Sources. 2015. Video. Retrieved from the Library of Congress, <www.loc.gov/item/webcast-6632/>.Secondary Sources: c) Secondary Sources on the web for free: <https://guides.library.harvard.edu/c.php?g=310432&p=2072004> 2. Social Studies: a) <https://www.loc.gov/classroom-materials/after-reconstruction/>   b) |
| **Required Classroom Materials:** | What materials do you need? (Computer, projector, smart board, speakers etc.)  What materials do the students need? (writing journals, laptop carts, textbooks, etc.) Laptops, AVID two column sheets, AVID Exit tickets, LOC Primary Source Analysis Tool for Students |
| **Classroom Environment:** | How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation?  Class will be held in the media center with tables for collaborations.  Students will be seated in groups. |
| **Differentiation and Adaptations:** | 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.  Students will work in groups to analyze critically historical sources  Teacher will provide small group to assist student who experience difficulty |

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| **Lesson Sequence/Procedures** | |
| **Estimated**  **Time Needed** | **Detailed Description of Teaching and Learning** |
|  | 1. Student will do a quick write to explain the difference between a primary and secondary source. 2. Students will then view a video on examples of primary and secondary sources 3. Students will view a set of primary sources and secondary sources on the Civil War to compare and note the similarities and differences 4. Analyze Tool will be discussed and reviewed 5. Students will use the Analyze tool for historical sources 6. Group discussion will take place 7. Assessment 8. AVID Exit Slips |
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| **Assessments:** | What are the evaluation (informal and formal) tasks for this lesson?  Checking for Understanding - Library  Formative Assessment using USA Test Prep  How do the evaluation tasks connect with the learning objectives? They connect to show what learning outcome were reached  How do the evaluation tasks demonstrate student learning? It allows students to recognize their strengths and weaknesses  How will students receive feedback? Teacher-student conference |
| **Learning Extensions:** | Ideas for extending the lesson or connecting to other curricular topics or lessons   1. One Pager about the Civil War citing primary and secondary sources |