



# South Carolina

## Full STEAM Ahead:

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

#### Lesson Plan Template

**Author(s):** Lauren Black and Erin Castle

**Grade Level(s):** 8th Grade

**Subject:** Social Studies - Exploring Primary Sources using Graphic Novels and Digital Newspapers

**Length of Class:** 60 mins

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



**Image Citation:** Leffler, W. K., photographer. (1963) Civil rights march on Washington, D.C. / WKL. Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003654393/>.

**Lesson Title:**

Important Civil Rights Activists

<b>Overview:</b>	Students will learn about important people who helped shape the civil rights movement through primary resources.
<b>Learning Objective:</b>	<p>Students will be able to name a few important people who helped shape history and be able to talk about some of their accomplishments.</p> <p>Students will learn how to navigate the database, the Library of Congress, and access the program Chronicling America: Historic American Newspapers.</p>
<b>Standards:</b>	<p><b>SC Social Studies College and Career-Ready Standards:</b></p> <p><b>Standard 5:</b> Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to the present. Enduring Understanding: As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina’s social standing and political alignment.</p> <p><b>Enduring Understanding:</b> As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina’s social standing and political alignment.</p> <p><b>8.5.CX</b> Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S. This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as Briggs v. Elliot and Flemming v. South Carolina Electric and Gas. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre.</p> <p><b>8.5.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.</p>
<b>Essential Question:</b>	What part did civil rights activists play in shaping American society into what it is today?
<b>Supporting Question(s):</b>	<p>Who was one civil rights activist who stood out in history for what they did? What did they do?</p> <p>How were civil rights movements taught? What tools were used and what inspired this type of movement?</p>

**Digital Primary and Secondary Sources:**

List primary and secondary sources and include links. Examples listed:

- Emmett Till

*Jackson advocate. [volume]* (Jackson, Miss.), 17 Sept. 1955.

*Chronicling America: Historic American Newspapers.* Lib. of Congress.

<<https://chroniclingamerica.loc.gov/lccn/sn79000083/1955-09-17/ed-1/seq-1/>>

- Rosa Parks

*The Tribune. [volume]* (Roanoke, Va.), 24 Dec. 1955. *Chronicling*

*America: Historic American Newspapers.* Lib. of Congress.

<<https://chroniclingamerica.loc.gov/lccn/sn98068351/1955-12-24/ed-1/seq-1/>>

- John Lewis

*Jackson advocate. [volume]* (Jackson, Miss.), 27 July 1963. *Chronicling*

*America: Historic American Newspapers.* Lib. of Congress.

<<https://chroniclingamerica.loc.gov/lccn/sn79000083/1963-07-27/ed-1/seq-2/>>

- Martin Luther King Jr.

*Arizona tribune. [volume]* (Phoenix, Ariz.), 18 Oct. 1963. *Chronicling*

*America: Historic American Newspapers.* Lib. of Congress.

<<https://chroniclingamerica.loc.gov/lccn/sn84021918/1963-10-18/ed-1/seq-7/>>

- Strom Thurmond

*The Detroit tribune.* (Detroit, Mich.), 10 Aug. 1963. *Chronicling*

*America: Historic American Newspapers.* Lib. of Congress.

<<https://chroniclingamerica.loc.gov/lccn/sn92063852/1963-08-10/ed-1/seq-10/>>

- Ralph Abernathy

*The Detroit tribune.* (Detroit, Mich.), 23 Dec. 1961. *Chronicling*

*America: Historic American Newspapers.* Lib. of Congress.

<<https://chroniclingamerica.loc.gov/lccn/sn92063852/1961-12-23/ed-1/seq-1/>>

	<ul style="list-style-type: none"> <li>● Fred Gray <i>Jackson advocate. [volume]</i> (Jackson, Miss.), 13 July 1957. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. &lt;<a href="https://chroniclingamerica.loc.gov/lccn/sn79000083/1957-07-13/ed-1/seq-1/">https://chroniclingamerica.loc.gov/lccn/sn79000083/1957-07-13/ed-1/seq-1/</a>&gt;</li>   <li>● Diane Nash <i>Arizona sun. [volume]</i> (Phoenix, Ariz.), 31 May 1962. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. &lt;<a href="https://chroniclingamerica.loc.gov/lccn/sn84021917/1962-05-31/ed-1/seq-5/">https://chroniclingamerica.loc.gov/lccn/sn84021917/1962-05-31/ed-1/seq-5/</a>&gt;</li>   <li>● Z Alexander Looby <i>Jackson advocate. [volume]</i> (Jackson, Miss.), 26 April 1947. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. &lt;<a href="https://chroniclingamerica.loc.gov/lccn/sn79000083/1947-04-26/ed-1/seq-7/">https://chroniclingamerica.loc.gov/lccn/sn79000083/1947-04-26/ed-1/seq-7/</a>&gt;</li>   <li>● Mayor Ben West <i>Evening star. [volume]</i> (Washington, D.C.), 20 April 1960. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. &lt;<a href="https://chroniclingamerica.loc.gov/lccn/sn83045462/1960-04-20/ed-1/seq-62/">https://chroniclingamerica.loc.gov/lccn/sn83045462/1960-04-20/ed-1/seq-62/</a>&gt;</li>   <li>● Buford Ellington <i>Holmes County herald.</i> (Lexington, Miss.), 04 May 1961. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. &lt;<a href="https://chroniclingamerica.loc.gov/lccn/sn87065333/1961-05-04/ed-1/seq-1/">https://chroniclingamerica.loc.gov/lccn/sn87065333/1961-05-04/ed-1/seq-1/</a>&gt;</li> </ul>
<b>Required Classroom Materials:</b>	<p>Teacher materials:</p> <ul style="list-style-type: none"> <li>● Laptop &amp; Charger</li> <li>● Projector or Bluetooth connection, VIA, or Apple TV</li> <li>● Copies of Scavenger Hunt</li> <li>● Pencils</li> <li>● Reference copy of March - one for each group ideally</li> </ul>

	<p>Students materials:</p> <ul style="list-style-type: none"> <li>● Laptop &amp; Charger</li> <li>● Copy of March or notes from book</li> <li>● Pencils</li> </ul>
<b>Classroom Environment:</b>	The students will be brought into the library classroom, and broken up into groups of 2-3 already predetermined by the teacher. Each group will sit together at a table. There will be 6-8 tables already set up in the library classroom.
<b>Differentiation and Adaptations:</b>	For English Language Learners or striving students the classroom teacher will be purposeful about who they partner together. The classroom teacher will have the groups already determined before the lesson. The teacher could also allow students to use the app Google Translate when looking over the information listed. This would allow for students to read the information in their own language and have a deeper discussion with their partners.

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b>	<b>Detailed Description of Teaching and Learning</b>
0 mins	Students will read the book, March: book one by John Lewis & Andrew Aydin, previous to this lesson through their English classes. They will then bring their copy to the classroom library to use as a reference for this lesson.
15mins	The librarian will demonstrate how to access and navigate the database, the Library of Congress in particular the program Chronicling America: Historic American Newspapers.
5 mins	Basic and Advanced search skills will be reviewed, including how to find citations.
5mins	Students will then work in their pair groups assigned by the teacher, and they will write down 3 to 5 famous civil rights activists mentioned in the book March, or choose from the list provided.
25 mins	Paired students will research 3 to 5 civil rights activists using one scavenger hunt sheet and the program Chronicling America: Historic American Newspapers. The librarian & the classroom teacher will monitor and help students as needed through the scavenger hunt sheet.

10 mins	Debrief lesson with students by checking for understanding through the scavenger hunt.
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<b>Assessments:</b>	For this lesson, the classroom teacher will be able to informally evaluate students based on their responses to what they have learned. The teacher & librarian will walk around and have conversations with students while they work. During the debrief students should be able to talk specifically about important figures and what they did that was important in shaping America into what it is today.
<b>Learning Extensions:</b>	This lesson is one that will probably take more than one day. Once students have a better understanding of searching the database, then they can continue this lesson in their social studies classroom. The reading of “March book 1” is going to be taking place in English classes, and English teachers could also create lessons on story telling through images and utilize images from the book. It would also be great to include these images in an art class for a lesson as well.

Note Catcher: Scavenger Hunt

<p>Go to:</p> <p><a href="https://www.loc.gov/teachers">https://www.loc.gov/teachers</a></p>	
<p>Find:</p> <ul style="list-style-type: none"><li>• <a href="#">Chronicling America: Historic American Newspapers</a></li></ul>	
<p>Explore:</p> <p>Recommended Topics Find something you are interested in.</p>	
<p>In the search bar type the names of 3-5 activists you are learning more about. (One at a time). See if changing the dates yields better results.</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>	
<p>Cite your sources</p>	<ol style="list-style-type: none"><li>1.)</li><li>2.)</li><li>3.)</li><li>4.)</li><li>5.)</li></ol>
<p>What questions do you still have?</p>	

# TEACHER'S GUIDE

## ANALYZING NEWSPAPERS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

### OBSERVE

#### Ask students to identify and note details.

Sample Questions:

- Describe what you see • What do you notice first?
- What text do you notice first? • What do you see other than news articles? • How is the text and other information arranged on the page? • What details indicate when this was published? • What details suggest where this was published?

### REFLECT

#### Encourage students to generate and test hypotheses about the source.

- Who do you think was the audience for this publication? • What can you tell about what was important at the time and place of publication? • What can you tell about the point of view of the people who produced this? • How would this be different if produced today? • How would this be the same?

### QUESTION

#### Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about...
- who? • what? • when? • where? • why? • how?

### FURTHER INVESTIGATION

#### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

#### A few follow-up activity ideas:

**Beginning**  
Read one article without its headline. Write a headline for the article. Compare this to the original headline.

**Intermediate**  
Look at individual stories from a newspaper front page. Which is the most important? Why do you say that? How would you organize the stories on the page? What factors might explain any differences between your version and the original?

**Advanced**  
Choose one news item. Find another item on the same topic published on a different day, in a different place, or both. Compare the coverage of the same topic in the two news items. What is different? What is the same? What are possible explanations for the differences?

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>