



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s): 11-12

Subject: English 3 - American Literature

Length of Class: 90 minutes (3 days)

Images:



(1924)



(1970-71)

Image Citations:

First colored world series, opening game , Kansas City, Mo. / photo by J.E. Miller, K.C.
Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2002719389/>.

Kalinsky, George, photographer. *Willie Mays, center fielder for the San Francisco Giants, and Johnny Bench, catcher for the Cincinnati Reds, laughing together on baseball diamond / George Kalinsky.* [or 1971, Printed 2020] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2021643460/>.

Lesson Title: The American Dream and an American Pastime through the Lens of the Civil Rights Movement

Overview:	Students analyze and examine the ideology behind the “American Dream” by studying the events of the Civil Rights Movement and the evolution of baseball in America. Students examine primary and secondary sources in the Library of Congress from various genres paired with the graphic novel <i>March: Book One</i> to think critically about the experiences of Civil Rights activists and their efforts during the Civil Rights Movement. Using focused notes and critical reading strategies, inquiry-based literacy is reinforced with questioning and making real-world connections throughout the lesson.
Learning Objective:	The student will be able to: <ul style="list-style-type: none"> ● analyze various perspectives on the “American Dream”. ● use primary and secondary sources to examine historical events and real experiences. ● develop an argument proving or debunking one’s ability to achieve the “American Dream”.
Standards:	<p>SCCCR.I.2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>SCCCR.RI.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p> <p>SCCCR.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p>
Essential Question:	Can everyone achieve the “American Dream”?
Supporting Question(s):	<ul style="list-style-type: none"> ● What is the “American Dream”? ● What was the Civil Rights Movement? What were the goals of Civil Rights activists? ● How does the evolution of professional baseball in America demonstrate the evolution of Civil Rights in America?
Digital Primary and Secondary Sources:	<p>The Civil Rights Act of 1964: A Long Struggle for Freedom "Prologue"</p> <p>The Promise of Baseball</p> <p>Breaking the Color Line: 1940-1946</p> <p>"One Hundred Percent Wrong Club" Speech</p>
Required Classroom Materials:	<p>What materials do you need?</p> <ul style="list-style-type: none"> ● computer ● Promethean Board/Smart Board ● presentation tool (ex: GoogleSlides, PowerPoint) ● large Post-it pads/posters ● virtual discussion board (ex: Seesaw, Jamboard) ● Primary Source Analysis: Guiding Questions ● sources from Library of Congress ● graphic novel <i>March: Book One</i> by John Lewis, Andrew Aydin, Nate Powell <p>What materials do the students need?</p> <ul style="list-style-type: none"> ● one-to-one devices

	<ul style="list-style-type: none"> ● focused notes template (ex: Cornell notes) ● Focused Note-Taking From a Single Source ● Two-Column Notes: Input and Output ● Primary Source Analysis Tool ● sources from Library of Congress ● graphic Novel <i>March: Book One</i> by John Lewis, Andrew Aydin, Nate Powell
Classroom Environment:	<p>How is the room arranged for the lesson? Students are seated in small groups of 3-4.</p> <p>What considerations will contribute to the lesson? interactive discussion boards, collaborative and reflective writing</p>
Differentiation and Adaptations:	<p>In what ways will you differentiate for learners within the classroom? visuals demonstrating historical context and main ideas, audio of reading materials, digital and hardcopy options for reading and focused note-taking</p>

Lesson Sequence/Procedures

Estimated
Time Needed

Detailed Description of Teaching and Learning

Day 1: 90 minutes

Pre-work (5 minutes): Activate/assess students' prior knowledge by presenting the images [“First colored world series...”](#) and [“Willie Mays...Johnny Bench”](#) without any historical context. Instruct students to analyze both images in their groups identifying similarities and differences. Ask students to predict the time period of each image and to explain their reasoning.

Mini-Lesson (30 minutes): Introduce and explain the Essential Question and objectives for this lesson. Provide students with historical context using [The Civil Rights Act of 1964: A Long Struggle for Freedom: Prologue](#) . Instruct students to take focused notes with the [Cornell notes](#) method, for example, to facilitate purpose-driven writing with organizational and processing strategies. Allow 2-3 minute breaks throughout the presentation for students to generate thoughtful questions, process information further, and add to their notes.

Independent Activity (40 minutes): *Before this activity, students should have prior knowledge of reading and analyzing graphic novels.* Assign students selections from *March: Book One* to serve as the primary source of this lesson. Suggested selections include p. 48-59 & 82-103. Instruct students to first read the assigned selection(s) with a focus on comprehension. Then, instruct students to re-read/skim the selection(s) while answering guiding questions in the [Primary Source Analysis Tool](#). Students should be able to identify connections to the Civil Rights Movement and experiences of Civil Rights activists.

Whole Class Activity (10 minutes): Display multiple post-it pads/posters around the room containing page numbers/topics related to the reading or create a virtual discussion board. Facilitate an interactive class discussion for students to share and comment on ideas about the selections(s) from *March: Book One*.

Closure (5 minutes): Instruct students to write a brief summary of their new knowledge in their focused notes. Students should be able to identify the connections between the Pre-work images, focused notes, and the selection from *March: Book One* in their focused notes.

<p>Day 2: 90 minutes</p>	<p><u>Pre-Work</u> (10 minutes): Ask students to develop their own definition of the “American Dream”. Allow them to display their definition in the front of the room or post them in a discussion board. Students should then discuss the similarities and differences they find in each other’s definitions.</p> <p><u>Mini-Lesson</u> (20 minutes): Instruct students to read “The Promise of Baseball” twice (aloud or silently). During the first read, students should read for comprehension. During the second read, students should mark the text identifying key words/phrases that connect to their definitions of the “American Dream”. After students read and mark the text, prompt them to explain what they marked and how it connects to the ideology of the “American Dream” to assess their comprehension and critical thinking.</p> <p><u>Independent Activity</u> (30 minutes): Provide students with a Focused Note-Taking From a Single Source template. Instruct students to use this as they read Breaking the Color Line: 1940-1946. Students may also mark and annotate the text as they read.</p> <p><u>Small Group Activity and Closure</u> (30 minutes): Instruct students to refer back to the selection(s) they read in <i>March: Book One</i>. Review key features of the graphic novel including formatting techniques, uses of color, characterization, and text. Facilitate an activity in which students utilize elements of the graphic novel to create an original comic strip illustrating main ideas and connections in their readings, so far.</p>
<p>Day 3: 90 minutes</p>	<p><u>Pre-Work</u> (10 minutes): Reintroduce the Essential Question and instruct students to use their new knowledge to answer it in the form of an argumentative statement.</p> <p><u>Independent Activity</u> (40 minutes): Provide students with a Focused Note-Taking From a Single Source template. Instruct students to use this as they read the "One Hundred Percent Wrong Club" Speech. Students may also mark and annotate the text as they read.</p> <p><u>Whole Class Activity</u> (30 minutes): Provide students with the Two-Column Notes: Input and Output template as a shared document (hardcopy or digital). Instruct students to record information from their readings so far in the Input column. When this column is complete, instruct students to provide each of their argumentative statements and visuals of main ideas in the Output column.</p> <p><u>Closure</u> (10 minutes): Allow students time to reflect and review the information in the Two-Column Notes: Input and Output document. Assign students a one-page argument essay examining the “American Dream” and the Civil Rights Movement that requires the use of their primary and secondary sources.</p>

<p>Assessments:</p>	<p>What are the evaluation (informal and formal) tasks for this lesson? analysis of primary and secondary sources, critical discussions (small group and whole class), the use of graphic novel techniques to create a comic strip, Argument essay</p> <p>How do the evaluation tasks connect with the learning objectives? Students read and write critically about information from primary and secondary sources to examine the ideology of the “American Dream” and better understand the Civil Rights Movement.</p> <p>How do the evaluation tasks demonstrate student learning? Students showcase their ability to analyze multi-genre sources and make real-world connections by engaging in critical discussions and communicating their ideas through writing.</p> <p>How will students receive feedback? Students receive feedback from their peers and the educator through discussion and written comments.</p>
<p>Learning Extensions:</p>	<p>This lesson can be used for ELA and History classes. Further expansion of this lesson would include multimedia presentations, comparisons to 21st century events, and connections to main ideas through personal experiences with reflective writing.</p>