



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s): 6th grade

Subject: ELA (English Language Arts)

Length of Class: 50 minutes (2 days)



Image Citation:

Dodgson , Charles Lutwidge. Cheshire Cat. 1865. Public Domain Super Heroes, pdsh.fandom.com/wiki/Cheshire_Cat.

Lesson Title: “We’re all mad here.”

Overview: Students will participate in a gallery walk viewing and commenting on photographs of immigration to America.

Learning Objective: Students will examine primary sources about immigration to the United States and reflect on how the immigrants might have felt about being new to the US.

Standards: Inquiry 3.2 Examine historical, social, cultural, or political context to broaden inquiry.

Essential Question: How can a character’s experience in a novel relate to or represent that of an immigrant’s arrival in the United States?

Supporting Question(s):	<ol style="list-style-type: none"> 1. How do the images presented represent an immigrant’s arrival? 2. How does Alice’s arrival in Wonderland compare to that of the immigrants’ arrival in the United States?
Digital Primary and Secondary Sources:	<p>(All images can be found on the Library of Congress website.)</p> <p>Immigrant Children https://www.loc.gov/item/2018674287/ Immigrants just arrived, awaiting examination https://www.loc.gov/item/2017660810/ Essential Immigrants https://www.loc.gov/item/2018674287/ Immigrants Dream: American Response https://www.loc.gov/item/2022666599/ American Red Cross women giving food and drink to newly-arrived immigrants https://www.loc.gov/item/2004679595/ Imperator - immigrants and luggage https://www.loc.gov/item/2014693332/ Civilization builders. I am the undesirable immigrant -- I'm a dirty, lousy bum, full of ... https://www.loc.gov/item/2016682306/ Mrs. Bessie and family https://www.loc.gov/item/2018675298/</p>
Required Classroom Materials:	<ol style="list-style-type: none"> 1. Photographs 2. Chart paper (8 large sheets) 3. Markers 4. LOC Teacher’s Guide for Analyzing Photographs and Prints 5. Exit ticket (day 1 conclusion)
Classroom Environment:	Chart paper with photographs will be attached to the wall (either in the hallway or the library). Students will rotate in groups to each “poster.”
Differentiation and Adaptations:	Individual copies of photographs and paper will be available as needed if students need to work alone or in pairs.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
(2 50 minute classes)	Students should have already read <u>Alice’s Adventures in Wonderland</u> for this lesson.
Class 1 - 50 minutes	<p>Gallery Walk</p> <ol style="list-style-type: none"> 1. Hook: When you started at Marrington this year, what were your initial impressions of middle school? What stands out to you as confusing or foreign as compared to your previous elementary school experiences?

	<ol style="list-style-type: none"> 2. Place students in groups of 3-5; assign each group a different station at which to start. 3. At each station, groups will analyze the image. One recorder should write the group's observations, reflections, and questions on the chart paper. Each student in the group should have a turn to be the recorder. Groups will rotate through all 8 stations. Students will read and discuss the previous group's response and add their own analysis. The process will repeat until all groups have visited each station. Having different colored markers for each group is an option. 4. Students will use the following methods from the LOC Teacher's Guide for Analyzing Photographs and Prints. <ol style="list-style-type: none"> a. Observe: Have students identify and note details. b. Reflect: Encourage students to generate and test hypotheses about each image. c. Question: Have students ask questions to lead to more observations and questions. 5. Conclusion: Have groups go back to their first station to read what other groups added. Have students complete an exit ticket in preparation for Class 2. Exit ticket: What parallels can you draw between the immigrant experience (based on your observations today) and Alice's experiences?
Class 2 - 50 minutes	<p>If necessary, Complete unfinished gallery walk stations and exit tickets. Discuss responses and students' analysis of the photos in comparison to Alice's adventures while in Wonderland.</p>

Assessments:	<p>Informal: Students will be informally assessed during the gallery walk to determine if their observations and analysis are appropriate for the provided images.</p> <p>Formal: The exit ticket will be used to formally evaluate students' understanding and engagement.</p>
Learning Extensions:	<p>Students can compare Alice's experiences being new in Wonderland to immigrants' experiences being new to the US.</p>