



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s):

Middle School Grades 6-8

Subject:

English Language Arts/ Social Studies/ Library Studies - Integrated

Length of Class:

55 minutes



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Firmbee.com. "person writing on white paper photo – Free Work Image on Unsplash." *Unsplash*, 29 May 2015, <https://unsplash.com/photos/gcsNOsPEXfs>. Accessed 26 September 2022.

Lesson Title:	Analyzing Primary Sources
Overview:	Students will view and analyze 7-8 photographs from primary sources during different time periods in history to support their research for National History Day's theme of "Frontiers In History."
Learning Objective:	Each student will develop 2-3 questions that would lead them in their research for their National History Day project.
Standards:	<p>South Carolina College- and Career-Ready Standards and Indicators for Grade 6-8</p> <p><i>Inquiry-Based Literacy</i></p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.2 Examine historical, social, cultural, or political context to broaden inquiry. 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</p> <p>Standard 4: Synthesize integrated information to share learning and/or take action. 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views. 4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action. 4.3 Reflect on findings and pose appropriate questions for further inquiry</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

	<p>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. 7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.</p> <p><i>Meaning and Context</i></p> <p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. 1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks. Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas. 1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.</p> <p>Library Standards:</p> <ul style="list-style-type: none"> ● I.A.1. Formulating questions about a personal interest or a curricular topic. ● I.B.1. Using evidence to investigate questions. ● I.D.3. Enacting new understanding through real-world connections. ● II.B.1. Interacting with learners who reflect a range of perspectives. ● II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed. ● III.A.2. Developing new understandings through engagement in a learning group. ● III.B.1. Using a variety of communication tools and resources. ● III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. ● III.D.1. Actively contributing to group discussions. ● IV.C.1. Accessing and evaluating collaboratively constructed information sites. ● V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance. ● VI.A.1. Responsibly applying information, technology, and media to learning.
<p>Essential Question:</p>	<p>How can analyzing primary sources tell us about the way people lived during important times in history?</p>

Supporting Question(s):	<ul style="list-style-type: none"> ● How can making astute observations help you understand historic time periods? ● How can reflecting on observations help to build understanding of historic time periods? ● How can questioning primary sources lead to further inquiry of frontiers in history?
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <ul style="list-style-type: none"> ● Atlanta image end of civil war ● Buffalo Bill ● Lewis and Clark, Thomas Jefferson ● Westward Expansion, Donner Summit ● Gold Rush ● March on Washington (additional photo, additional photo) ● Music - Louis Armstrong, Jazz ● Medicine - Polio Vaccines (additional photo and video) ● Sports - Negro Leagues ● Colorado River Exploring Expedition, John Westley Powell
Required Classroom Materials:	<p>Chart paper Images of each of the primary sources Sticky Notes Copies of Nathan Hale's books Exit Tickets - Google Form Primary Source Analysis Tool Google Slides for Independent Study</p>
Classroom Environment:	<p>The library is a large space where the charts can be spread out to foster collaboration amongst smaller groups. Tables can be used as stations/centers.</p>
Differentiation and Adaptations:	<ul style="list-style-type: none"> ● Primary sources with additional details to provide more clues will be available to support observations. ● Students can choose to work individually or in groups. ● Primary sources will be in Google Slides (digital) as well as printed out (hard copy) for observation.

Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
7 minutes	<p>“Your last days” primary sources warm-up: Students will list all the “receipts” they left behind in the past day that someone could use to piece together their day (i.e., receipts, emails, voicemails, pictures, etc.)</p> <p>Share out three items from their lists.</p>
8 minutes	<p>Distribute copies of Nathan Hale’s graphic novels to groups of students to discuss what sources Hale used to compile his books. Which were primary sources?</p>
35 minutes	<p>Primary source evaluation using LOC photos listed above to kick off “Frontiers in History” theme for National History Day projects: Students will rotate through the picture stations, or using the Google Slides, to observe, reflect, and question what’s happening in the photos.</p>
3-5 minutes	<p>Exit ticket: Students will respond to a Google form where they will select the photo they want to focus on from the list above and write out what questions (2-3) they still have that could drive their research for the project.</p>

Assessments:	<p>Formative exit ticket where students will select one of the primary source photos, list any remaining questions, and answer how that will drive their research for National History Day. Students’ ELA and Social Studies teachers will receive the student responses to build their independent research plan.</p>
Learning Extensions:	<p>Students will use their information from this lesson to move into National History Day research and final projects.</p>