



# South Carolina

## Full STEAM Ahead: Connecting Library of Congress Primary Sources and Graphic Novels

### Lesson Plan Template

**Author(s):**

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**Grade Level(s):** 7

**Subject:** American history

**Length of Class:** 130 minutes (2 75-minute class periods, not including short breaks)



<b>Image Citation:</b>	
Dunsmore, John Ward, Artist. Washington and Lafayette at Valley Forge / painting by Dunsmore. Photograph. Retrieved from the Library of Congress, < <a href="http://www.loc.gov/item/91792202/">www.loc.gov/item/91792202/</a> >.	
<b>Lesson Title:</b>	Fall, 1777-Spring, 1778: The Military Mind of the Marquis
<b>Overview:</b>	Using selected pages from Nathan Hale’s graphic nonfiction <i>Lafayette!</i> and a small variety of excerpts from primary sources, students will begin to develop a sense of the role of the French, specifically Marquis de Lafayette, as part of the struggles that eventually lead to the ultimate victory of the American army in the Revolutionary War.
<b>Learning Objective:</b>	Students will be able to  Demonstrate understanding of Lafayette’s contributions to the American cause in the early part of the American Revolution  Accurately analyze an image and excerpts from related primary sources  Use quotations from primary sources to support a main idea
<b>Standards:</b>	SC State Standard 4-3.5
<b>Essential Question:</b>	How did the Marquis de Lafayette and the French contribute to the American victory in the Revolutionary War?
<b>Supporting Question(s):</b>	<ol style="list-style-type: none"> <li>1. What part did Lafayette play during the Battle of Brandywine and the skirmish near Haddonfield, New Jersey? What personal characteristics of Lafayette’s became clear at those encounters with the British?</li> <li>2. What were the results of Lafayette’s contributions to those events?</li> <li>3. How did Lafayette add Native American support for the Continental Army?</li> <li>4. What important development between America and France happened in May, 1778 as a result, according to George Washington, of Lafayette’s loyalty and contributions to the American cause?</li> <li>5. How did Lafayette see his own value to the American cause? How did American leaders respond to Lafayette’s help for their cause?</li> </ol>

<b>Digital Primary and Secondary Sources:</b>	<p>Excerpts from the following sources:  <i>Lafayette!</i> by Nathan Hale, specifically Chapters 9-12 (secondary)  <a href="https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/the-marquis-de-lafayette-at-valley-forge/">https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/the-marquis-de-lafayette-at-valley-forge/</a> (secondary, if needed)  <a href="https://www.gutenberg.org/files/7449/7449-h/7449-h.htm#link2H_4_0002">https://www.gutenberg.org/files/7449/7449-h/7449-h.htm#link2H_4_0002</a> (primary, for more advanced work)  <a href="http://web.ulib.csuohio.edu/lafayette/documents/doc9.shtml">http://web.ulib.csuohio.edu/lafayette/documents/doc9.shtml</a> (primary)  Dunsmore’s painting of “Washington and Lafayette at Valley Forge”(primary)</p>
<b>Required Classroom Materials:</b>	<p>Student copies (one/student) of Nathan Hale’s <i>Lafayette!</i>  Student Chromebooks  Copies of or link to the Primary Source Analysis Tool from the LOC:  <a href="https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf">https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf</a>  Copies of or link to “Study of <i>Lafayette!</i>” worksheet:  <a href="#">Study of Lafayette Chapters 9-12</a>  Highlighters of any color  Paper copies of “Lafayette’s Request” primary source excerpts:  <a href="#">Lafayette’s request of Fall, 1778 Documents A-C</a>  Copies of or link to assessment tool: <a href="#">Study of Lafayette, ch. 9-12 assessment</a></p>
<b>Classroom Environment:</b>	<p>Students will be seated at desks arranged in small groups of 2,3, or 4 (depending on class section enrollment) with easy visibility to the Promethean board</p>
<b>Differentiation and Adaptations:</b>	<p>Research tells us that use of a graphic novel and other visual material such as a painting, in and of itself, accommodates a range of learners.  For learners who may need more challenge: Use of the original text of primary sources excerpts, as written, is appropriate.  For learners who may need more support: Use of a “modified” version of the primary source material, paraphrased into more contemporary language is helpful.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
	<p>Note: This lesson is based on these assumptions:</p> <ol style="list-style-type: none"> <li>a. <i>Students have mastered a basic understanding of primary sources, including the differences between primary and secondary sources, why the use of primary sources is integral to the study of history, some reasons that sources sometimes conflict, and basic premises for determining the reliability of a particular source</i></li> <li>b. <i>At the time of this lesson, students are in the process of reading Nathan Hale’s <b>Lafayette!</b> in its entirety, with the primary goal of being able to articulate the importance of French support during the American Revolution and, for later, how that influences (or not!) foreign policy of the early United States government.</i></li> <li>c. <i>To aid their comprehension, students have had some general instruction on the elements used by authors of graphic novels.</i></li> </ol>
12 minutes	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Students are reminded of the Essential Question for the study of Hale’s graphic novel as posted in the classroom for the duration of the larger unit. The supporting questions for this specific lesson are listed on the board and reviewed with students.</li> <li>2. Dunsmore’s painting of “Washington and Lafayette at Valley Forge” is displayed on the Promethean board. Using the LOC analysis tool for primary sources, students are asked, as small groups, to observe-reflect-question. Some results are shared with the class, and students are asked to think about how this painting might fit with the focus of the supporting questions. The specific time period of Fall, 1777-Spring, 1778 during the American Revolution is pointed out and displayed for the duration of the lesson.</li> </ol>
40 minutes	<p><b>Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. As small groups (or individually as appropriate), students are asked to read Chapters 9-12 of <i>Lafayette!</i> A scribe is chosen (by students or teacher) for each group. The group may choose to use a Readers’ Theatre approach, read page-by-page silently, listen as one group member reads, or do round-robin reading. No matter their approach, they should do the following as they read (see worksheet at <a href="#">Study of Lafayette Chapters 9-12</a>) If answering digitally, students are reminded to make a copy first: <ol style="list-style-type: none"> <li>a. To support comprehension, stop after each chapter (minimum) to comment on the use of graphic novel elements and possible reasons for that use in the chapter. The scribe makes note of those observations.</li> <li>b. To check comprehension, for Chapters 9 and 10, answer Supporting Question #1:</li> </ol> </li> </ol>

30 minutes	<p>What part did Lafayette play during the Battle of Brandywine and the skirmish near Haddonfield, New Jersey? What personal characteristics of Lafayette's became clear at those encounters with the British?</p> <p>c. For Chapters 11 and 12, answer Supporting Questions #2, 3, and 4: 2. What were the results of Lafayette's contributions to those events? 3. How did Lafayette add Native American support for the Continental Army? 4. What important development between America and France happened in May, 1778 as a result, according to George Washington, of Lafayette's loyalty and contributions to the American cause?</p> <p>d. When reading/answering questions is complete, each group is paired with another, and leaves their desks to sit on the floor, to the commons, etc, and compare and discuss their answers. Teacher circulates to monitor and guide.</p> <p>2. Following a short break (or perhaps the next time this class meets), students are supplied with documents A-C:</p> <p style="text-align: center;"><a href="#">Lafayette's request of Fall, 1778 Documents A-C</a></p> <p>a. In small groups, but this time with individuals completing their own copies, students fill in the first two rows of the chart at the bottom of the document.</p> <p>b. The teacher leads reading of the documents, stopping frequently to diagnose comprehension and give explanation as needed.</p> <p>c. With teacher guidance, students complete the chart regarding the purpose of each document.</p> <p>d. In their groups, students return to their copies of the "Study of Lafayette" worksheet <a href="#">Study of Lafayette Chapters 9-12</a> to complete the final two questions.</p>
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<p><b>Assessments:</b></p> <p>30-40 minutes</p>	<p>Informal: Teacher observation/questioning; LOC Primary Source Analysis Tool, Study of Lafayette worksheet (supporting questions)</p> <p>Formal: Students will write OR draw (cartoon form) a "tribute" to the Marquis de Lafayette, including evidence from primary and secondary sources used in class to explain specifically how his contributions added in positive ways to the American cause during the winter and spring of 1778 and the response of American leaders. Link to the evaluation tool with rubric for both self and teacher evaluation: <a href="#">Study of Lafayette, ch. 9-12 assessment</a></p>
<p><b>Learning Extensions:</b></p>	<p>A. Work with the French teacher to translate short passages of Lafayette's letter from his original French.</p> <p>B. Research projects:</p>

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|  | <ul style="list-style-type: none"><li>● Explore long-term friendship of George Washington and Marquis de Lafayette.</li><li>● Compare the picture book: <i>Revolutionary Friends</i> by Castrovilla to the graphic novel.</li><li>● Examine the long-term relationship between Alexander Hamilton and Marquis de Lafayette; Were they ever friends?</li><li>● Research the freemasons and how their ideals influenced American and French leadership.</li><li>● Lafayette's leadership during the French Revolution</li><li>● Consider how Lafayette is remembered today in the United States (monuments, etc.).</li><li>● Explore the long-term relationship between the United States and France</li><li>● Jefferson's part in relationships with France (Cabinet Battle #2 from "Hamilton")</li></ul> |
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