

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

Lesson Plan Template

Author(s):
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Grade Level(s): 11

Subject: Social Studies

Length of Class: 90 minutes



Image Citation:

Leffler, W. K., photographer. (1970) *Women's liberation march from Farrugut Square to Lafayette i.e., Lafayette Park / WKL*. Washington D.C, 1970. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003673992/>.

Lesson Title: An Introduction to Title IX

Overview:	An introductory lesson to Title IX using primary and secondary sources, and how its protections directly impact students today.
Learning Objectives:	Students will be able to: <ul style="list-style-type: none"> • Differentiate between primary and secondary source materials • Evaluate and critically analyze primary and secondary source materials to better understand historical events. • Describe the impact of Title IX on today's society. • recognize the impact of citizen action on public policy.
Standards: SCSSCCR U.S. Government Standards	Standard 4: Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States. USG.4.CC Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society's opportunities and public facilities. USG.4.IP Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels
Essential Question:	How has Title IX affected our current society?
Supporting Question(s):	What is Title IX? How has Title IX changed since 1972?
Digital Primary and Secondary Sources:	"1 st Women's March for Equality, 5 th Ave. NYC." photograph https://www.loc.gov/pictures/item/2013649128/ <i>An Equal Shot How the Law Title IX Changed America</i> By Helaine Becker https://www.youtube.com/watch?v=Zh1pQkZfxGk
Required Classroom Materials:	Teacher: Computer Projector/Smart Board/ Promethean Board Primary Source Analysis Photographs Tool Print or Digital Hard Copy of <i>An Equal Shot How the Law Title IX Changed America</i> by Helaine Becker Students: Computers Notebooks & Pencil/Pen Primary Source Analysis Tool Print or Digital

Additional Digital Resources:	<p>Getting Started with Primary Sources https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/</p> <p>Primary Source Analysis Tool: https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/</p> <p>The United States Department of Education: Title IX https://search.usa.gov/search?utf8=%E2%9C%93&affiliate=ed.gov&q=title+IX</p>
Classroom Environment:	<p>Students may sit wherever viewing of the primary sources via the electronic bulletin board is most convenient based on classroom layout. Students should be grouped into small groups to discuss their analysis of the primary and secondary sources; this can be done at tables or around the classroom. Finally, student seating should be conducive to independent writing.</p>
Differentiation and Adaptations:	<ul style="list-style-type: none"> • Students may be given copies of notes from the Title IX discussions • Students may handwrite or type their reflection papers. • Students with accommodations may use the voice-to-type application on their computers to complete the reflection paper. • Students with accommodations may receive increased time to complete the assignment. • Students with accommodations may use screen reader applications to view/read the sources on the DOE website

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
<p>10 minutes</p> <p>Introduction</p>	<p>Begin the lesson with open-ended questions such as:</p> <ul style="list-style-type: none"> • “What would you do or how would you feel if you weren’t allowed to go to college?” • “How many of you participate in sports or clubs?” • “How would you react if you were told you weren’t allowed to join a sports club or team?” <p>Discuss whole class.</p>
<p>10 minutes</p> <p>Primary Source</p>	<p>Read definitions of primary and secondary sources in Using Primary Sources and discuss with students examples they have seen before.</p>

Analysis	Show students the Primary Source Analysis Tool that will be used to critically analyze the sources today. Each student may receive a hard copy or digital copy to complete.
15 minutes	<p>Using any digital projection tool present the primary source "1st Women's March for Equality. 5th Ave. NYC" whole class.</p> <p>Students will analyze the photograph, recording their ideas on the Primary Source Analysis Tool.</p> <p>Use the Primary Source Analysis Photograph Tool questions to guide a discussion about what students see.</p> <p>Ask any additional questions relating to the photograph. For example:</p> <ul style="list-style-type: none"> ○ How are photographs used by historians? ○ What might it be important to use primary sources in understanding history? ○ What if no one took photographs of this event? <p>Students will complete their individual primary source analysis tool based on the discussion questions.</p>
15 minutes Secondary Source Analysis	<p>Read aloud the book <i>An Equal Shot: How the Law Title IX Changed America</i></p> <p>Model thinking aloud about the illustrations as you read and allow students to participate in sharing what they notice and their reflections. For example:</p> <ul style="list-style-type: none"> ● "What stands out to you on this page?" ● "Why do you think the illustrator included that, what meaning might it have?" ● "How does the illustration connect to the topic?"
35-50 minutes/Homework Student Reflection Paper	<p>Students will use their primary source analysis and reflect on the discussions held pertaining to Title IX and the secondary source to write a personal reflection based on one of the following writing prompts.</p> <p>You may adapt the prompts as needed.</p> <p>Prompts:</p> <ul style="list-style-type: none"> ● In what ways has Title IX personally affected you or your family? ● How can or should Title IX potentially improve and why? ● Imagine Title IX had never been signed into law, how might your life be different? <p>Students may type or handwrite their personal reflections.</p>

	Students may use their primary source analysis, secondary source analysis, and the articles published on the Department of Education website regarding Title IX if needed in developing ideas for their reflection.
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<p>Assessments:</p>	<p>Informal Evaluation: observational monitoring of student’s ability to utilize primary and secondary sources for research purposes. Students will receive ongoing feedback and guidance as they work and use any of the resources on the DOE website pertaining to Title IX.</p> <p>Formal Evaluation Tasks: In Class: Analyzing Primary Sources Tool. This evaluation connects to the learning objectives and will demonstrate students’ ability to analyze primary resources. Students will receive a completion grade for this assignment.</p> <p>In-class Assignment/Homework: Individual Reflection Paper. Students will be graded using a points-based rubric. Students will showcase their ability to reflect on their primary source analysis and learning about Title IX through real-world examples of its impact on today’s society and within their own lives. This assignment will be graded on the depth of their analysis and connection to self, and on grammar and writing conventions. Minimum 1-page reflection.</p>
<p>Learning Extensions:</p>	<p>The rights of women and marginalized groups of people continue to be violated today. Research and respond to issues facing marginalized groups in the United States.</p> <p>Research on these historical topics will help provide clear background knowledge of today’s issues. The Woman’s Suffrage Movement The Civil Rights Movement The ERA</p>