

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

Lesson Plan Template

Author(s):

Mary Gwyn

Grade Level(s): Kindergarten and 1st

Subject: Library

Length of Class: 45 minutes

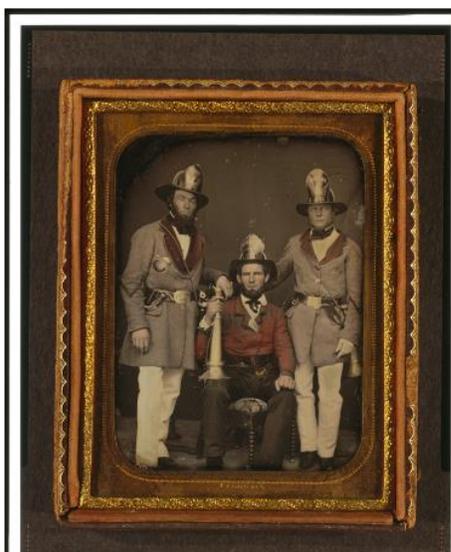


Image Citation:

Tyler & Co. (ca. 1855) *Foremen, Phoenix Fire Company and Mechanic Fire Company, Charleston, South Carolina*. South Carolina Charleston, ca. 1855. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2004664502/>.

Lesson Title:	Molly, By Golly!: The Legend of Molly Williams
Overview:	Students will learn about a lesser know African American hero who broke both color and gender barriers when she stepped in to help fight a fire during a blizzard in 1818.
Learning Objective:	
Standards:	Explore: Think: 1.: Reading widely and deeply in multiple formats and write and create for a variety of purposes.
Essential Question:	How are courage and belief in yourself related?
Supporting Question(s):	How did Molly show courage in doing something no one thought she could do? What gave her the belief that she could help?
Digital Primary and Secondary Sources:	<p>Tyler & Co. (ca. 1855) <i>Foremen, Phoenix Fire Company and Mechanic Fire Company, Charleston, South Carolina</i>. South Carolina Charleston, ca. 1855. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2004664502/.</p> <p>Women Firefighters Throughout the World Command Post : San Diego (sdfirefoundation.org)</p> <p>History of Women in Firefighting i-Women (archive.org)</p>
Required Classroom Materials:	Clear touch board
Classroom Environment:	Classroom set up should not matter for this lesson. Students should be able to see the Clear Touch/Smart board, and they should have desks to do their writing assignment.
Differentiation and Adaptations:	The students who are not as strong writers can illustrate their ideas. They can verbalize their ideas to their teachers and have the teacher write it down for them.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
	45 minutes
5 min	Ask students to think of a time when someone needed help, and you were able to be really brave and help them. How did you feel when you did it? Tell students we are going to talk about a lady who lived a long time ago that had to be brave.
5 min	Show picture of South Carolina firemen. Ask what they notice about the picture. Were there any women in the picture? Were there any African Americans in the picture?
10 min	Read the book, Molly by Golly by Dianne Ochiltree and discuss. What was Molly's job? Had she ever helped fight a fire before? Why did she decide to help? What might been hard about that decision?
15 min	Writing activity: Even though I'm a kid, I can help people by:
10 min	Exit ticket: One thing I'd like still like to know is _____

Assessments:	This is an informal assessment, with direct feedback based on discussions with students. Ideally, the teacher will be able to circulate throughout the room as the students are writing and hear their thoughts and help them verbalize them.
Learning Extensions:	This lesson about Molly Williams could be paired with books about other women who broke barriers (ex. Counting on Katherine by Helaine Becker) by stepping in and helping when needed.