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**Full STEAM Ahead:**

**Connecting Library of Congress Primary Sources and Graphic Novels**

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| **Lesson Plan Template** |
| **Author(s): Laura Haverkamp and Elizabeth Jenkins** |  |
| **Grade Level(s): Grade 11** |
| **Subject: US History** |
| **Length of Class: 2 blocks ~3 hours** |  |
| **https://tile.loc.gov/image-services/iiif/service:pnp:highsm:05100:05123/full/pct:6.25/0/default.jpg**  |
| **Image Citation:**Highsmith, C. M., photographer. (2010) Classroom exhibit, Birmingham Civil Rights Institute, Birmingham, Alabama. United States Alabama Birmingham, 2010. March 3. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2010636993/. |
| **Lesson Title:** |  Information and Education Access is a Social Justice issue- in “March” and primary sources |
| **Overview:** | Students will link selected passages from “March” to primary source documents that demonstrate the value of education and information access. |
| **Learning Objective:** | Students will be able to offer concrete examples both from “March” and from primary sources on the fallacy of “Separate but Equal” |
| **Standards:**  | USHC.5.CC Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights. This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator. |
| **Essential Question:** | How is access to education and information a civil rights issue? |
| **Supporting Question(s):**  | What message does “March” offer about education? Which Supreme Court cases address the idea of “Separate but Equal”? How can libraries support equality and civil rights? What two or three questions support students answering the essential question?  |
| **Digital Primary and Secondary Sources:** | Primary:Plessy vs. Ferguson: Cover sheet of judgement: https://catalog.archives.gov/id/1685178 andCase transcript(Students should read pgs. 16-20 highlighted sections, not the whole doc!) https://tile.loc.gov/storage-services/service/ll/usrep/usrep163/usrep163537/usrep163537.pdfBrown vs. The Board of Education: Intention to review form<https://tile.loc.gov/storage-services/service/ll/usrep/usrep344/usrep344141/usrep344141.pdf> andCase transcript (Students should review pgs. 5-8, not the whole doc!) <https://tile.loc.gov/storage-services/service/ll/usrep/usrep347/usrep347483/usrep347483.pdf>Two classrooms: https://www.loc.gov/item/2010636993/ and <https://lccn.loc.gov/2010636992> Secondary:March, pp. 46-53Blog article: https://blogs.loc.gov/law/2014/05/before-brown-v-board-of-education-there-was-mendez-v-westminster/ |
| **Required Classroom Materials:**  | The teacher will need a laptop and projector, group assignments posted either digitally or on the whiteboard. The teacher will have stations set up around the room. Each station will have a “dossier”(a manila folder with the source documents printed out) and a big number above the station that matches their document and a slot on the graphic organizer. The teacher will use a timer on the smartboard to keep track of time at stations. Students will need laptops, their digital graphic organizer, and access to source documents through hyperlinks. The graphic organizer will have numbered sections that correspond to the docs/learning stations. The numbered sections have questions or prompts that may be answered with the documents. Link to graphic organizer: [Source Documents and Civil Rights.pdf](https://richlandoneschooldist-my.sharepoint.com/%3Ab%3A/g/personal/laura_haverkamp_richlandone_org/EabuyDP4DexIvzds9ULWdYIBnZq03JmMDa--zqrFxVQZ-A?e=qBuYIl) |
| **Classroom Environment:** | 5 stations will be set up around the outside of the room. Each station will have hard copies of the documents/photos/texts available. Students will begin the lesson in their assigned seats for the introduction and instructions. Once instructions are given and groups assigned, students will move with their group to their assigned stations. Groups will have 10 minutes at each station and will move clockwise around the room.  |
| **Differentiation and Adaptations:** | In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners. |

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| **Lesson Sequence/Procedures** |
| **Estimated****Time Needed**  | **Detailed Description of Teaching and Learning** |
| 8 minute lecture on Education and Information access in the civil rights era |  The teacher will introduce the concept of equity in education and library access and our essential question. The teacher will share the anecdote about local hero Robert McNair, who was not allowed to check out books from the public library in 1959.  |
| 3 minutes instruction on class station procedure | Teacher will show students where to find the graphic organizer, point out stations, and assign groups. |
| 50 minutes with students moving from station to station | Students will have 10 minutes at each station to review source documents, answer questions or provide textual support for their arguments and document what they found on their graphic organizer.  |
| 25 minutes for group sharing | Each group will nominate a speaker to share their findings one section. Each group will have ~5 minutes to share their findings, allowing for other groups to share and comment or fill in as needed.  |

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| **Assessments:** |  Students will earn a simple participation credit for moving around the room and participating in class. Formal evaluation will be based on the completed graphic organizer, which will be turned in at the end of class. The graphic organizer will help students answer the essential question, locate textual evidence to support an assertion, and demonstrate understanding of required history concepts. Students will receive feedback on their graphic organizers.  |
| **Learning Extensions:** **Students will be asked to search for current event news stories that address equity in education/information access.**  | Shared news stories will help students draw the connection between the today and the Civil Rights Era, demonstrating that many of the issues still exist.  |