



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):

6-8

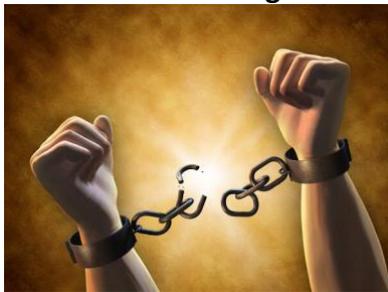
Subject:

Language Arts and Social Studies

Length of Class:

45 minutes

Insert visual or image that accentuates the lesson plan to make it appealing to educators: must be



Recovering freedom: a man breaking a chain. Digital illustration. — Photo by Andreus

Image Citation:

Lesson Title:

The abolition of slavery impacted our lives today...

Overview:	Slavery impacted life then, and the abolishment of slavery impacts life now, but how?
Learning Objective:	SWBAT describe the effects of slavery and the outcomes of abolishment. They will identify the characteristics of a leader like Harriett Tubman.
Standards:	<p>Social Studies Standard 4: Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.</p> <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>6.4.CE Analyze the economic, political, and social impacts of colonialism and the rise of imperialism. This indicator was developed to promote inquiry into the rise of imperialism from 1820–1919. The indicator also promotes inquiry into how the birth of the Industrial Revolution and the resulting rise of colonialism and imperialism impacted the world significantly.</p> <p>ELA Standard 12.3: Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>
Essential Question:	How is today’s society impacted by the abolition of slavery?
Supporting Question(s):	How would the world be different if slavery still existed as it did in the 1800’s? How has the way we advocate for human rights changed due to slavery? What can we learn about advocating for oneself and others from Harriet Tubman?
Digital Primary and Secondary Sources:	<p>Primary source: <i>Picking cotton, Savannah, Ga., early Negro life</i>, https://www.loc.gov/item/2015650292/</p> <p>Primary source: <i>Savannah, Ga., early Negro life</i>, https://www.loc.gov/item/2015650291/</p> <p>Primary source: <i>Negro slaves 1862 Edisto Island, S.C. (plantation of James Hopkinson)</i>, https://www.loc.gov/resource/ppmsca.39590/</p> <p>Primary source: <i>\$150 reward [cut of runaway slave] Ranaway from the subscriber, on the night of the 2d instant, a negro man, who calls himself Henry May, ... William Burke, Bardstown, Ky., September 3d, 1838.</i> https://www.loc.gov/resource/rbpe.0220120b/?sp=1</p> <p>Secondary source: <u>Moses</u>, C.B Weatherford, 2006</p> <p>Secondary source: <u>The Underground Abductor</u>, N. Hale, 2015</p>

Required Classroom Materials:	Clartouch panel to display images, books to read aloud or in small group settings, discussion app within Canvas on laptop, small group representation in comic strip or display
Classroom Environment:	The room is arranged with student desks grouped together for collaborative learning. Students will be able to view the images on the clartouch panel. They will also have access to poster paper and markers.
Differentiation and Adaptations:	For the student who struggles to focus in a whole group, the images will be available in print and/or on his personal laptop. Student groups are designed to accommodate different social needs.

Lesson Sequence/Procedures	
Estimated Time Needed (45 min)	<ul style="list-style-type: none"> ● Prior reading: <u>The Underground Abductor</u>, N. Hale ● Discuss the images in a whole group setting. ● Note notices, guiding students to notice the backgrounds, houses, and way of travel (but not for everyone). ● Share the read aloud, <u>Moses</u>. ● Instruct students to complete the discussion question in Canvas about the character traits H. Tubman displays. ● Students will then move to small groups to create presentation posters focused on the differences in today's society vs. the society of slavery back then.

Assessments:	The individual discussion response will formally assess their learning on character traits of Harriett Tubman as a leader. The small group posters will informally measure student learning about life now and then as they share with one another what they learned and present. Students will provide feedback to one another in the small group poster projects. The teacher will provide individual feedback to discussion responses. The prompts will address the essential learning for the lesson.
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Learning Extensions:

The lesson will organically continue throughout time as we move through the social studies curriculum. We will also do book talks to encourage additional related social studies topics (Chains, L.Anderson, 2010) and make a connection to the graphic novels (Zuckier Press) about real-life scenarios written from the adolescent's point of view.