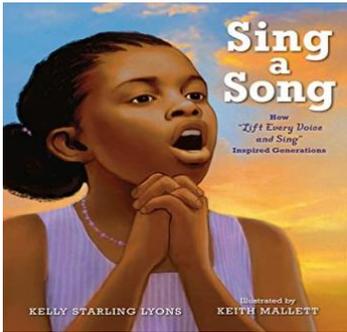


**Full STEAM Ahead:  
Connecting Library of Congress Primary Sources and Graphic Novels**

Lesson Plan Template	
<b>Author(s):</b>	Christan Hayes & Cynthia Russell
<b>Grade Level(s):</b>	2 <sup>nd</sup>
<b>Subject:</b>	Social Studies
<b>Length of Class:</b>	45 MINUTES
	
<b>Image Citation:</b>	<p>Mallett, K. (n.d.). [Sing a song book cover]. Penguin Random House.  <a href="https://images3.penguinrandomhouse.com/cover/9780593530580">https://images3.penguinrandomhouse.com/cover/9780593530580</a></p>
	<p>Historical Events &amp; Moments</p> <ol style="list-style-type: none"> <li>1. Segregation: From Jim Crow to Linda Brown</li> <li>2. Civil Rights Movement</li> <li>3. Bill of Rights</li> </ol>
<b>Overview:</b>	Students will learn about the different significant historical events, moments, and symbols in U.S. history.
<b>Learning Objective:</b>	Students will be able to identify and compare significant historical events and symbols in U.S.

<b>Standards:</b>	2.H.1: Identify and compare significant historical events, moments, and symbols in U.S. history.
<b>Essential Question:</b>	<p>What are the historical events that took place in the story?</p> <ol style="list-style-type: none"> <li>1. How does the poem convey the opposite feelings of struggle and hope?</li> <li>2. What is Segregation?</li> <li>3. Was the United States truly "separate but equal"?</li> <li>4. How did the story and images make you feel?</li> <li>5. Why didn't everyone have the same rights?</li> <li>6. I can identify and compare significant historical events and symbols in U.S. History.</li> <li>7. I can use sources such as graphic organizers, photographs/images, texts, and timelines to analyze patterns of change in U. S. history</li> </ol>
<b>Supporting Question(s):</b>	<p>What historical events did you see you?  When did the event take place?  How did you know it was a historical event?</p>
<b>Digital Primary and Secondary Sources:</b>	<p>List primary and secondary sources and include links.</p> <ol style="list-style-type: none"> <li>1. Celebrate the Legacy of "Lift Every Voice and Sing"   SING A SONG by Kelly Starling Lyons  <a href="https://www.youtube.com/watch?v=4T7MuJrWW88">https://www.youtube.com/watch?v=4T7MuJrWW88</a></li> <li>2. Declaration of Independence:  <a href="http://www.loc.gov/exhibits/treasures/tr00.html#obj12">www.loc.gov/exhibits/treasures/tr00.html#obj12</a></li> <li>3. Photo: <a href="http://loc.gov/pictures/resource/ppmsc.00199/">http://loc.gov/pictures/resource/ppmsc.00199/</a> Durham, North Carolina. May 1940.  Jack Delano, photographer.  "At the bus station."  Location: E-5153  Reproduction Number: LC-USF33-20522-M2</li> <li>4. Photo: Memphis, Tennessee. September 1943. Esther Bubley, photographer. " People waiting for a bus at the Greyhound bus terminal." [All are variants of the same scene, variously captioned]  [Sign: "White Waiting Room."] Location: E-5153  <a href="http://loc.gov/pictures/resource/fsa.8d33446/">http://loc.gov/pictures/resource/fsa.8d33446/</a></li> </ol>
<b>Required Classroom Materials:</b>	<p>Promethean Board  Vocabulary Words  Lift Every Voice and Sing Song  Sing a Song Book</p>
<b>Classroom Environment:</b>	<p>The students are placed at a rectangular table where four students can sit at. The students can turn their chair around and see the board and Promethean Board.</p>

<b>Differentiation and Adaptations:</b>	<ol style="list-style-type: none"> <li>1. Partner Pair Students</li> <li>2. Participate in collaborative conversations with diverse partners</li> <li>3. Making sure students can see all the images by walking around with the book is on each learner's level.</li> </ol>
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<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b>	<b>Detailed Description of Teaching and Learning</b>
10 minutes	Teacher will read the book "Sing a Song" to the students in the classroom. The teacher will ask the students who, what, where when or why questions to check for understanding while doing the read aloud.
5 minutes	Students will have a conversation with a partner discussing different things that happened in the story. Students will be able to share their thoughts from their discussion with the whole group.
30 minutes	Teacher and students will identify the historical eras and major events illustrated in the book. The teacher will show the Memphis Tennessee photos and ask students to compare the two different photos. Ask students to consider segregation from multiple perspectives. How would they react if they were excluded? How would they feel if they were not excluded? What would they do if they were asked to enforce the rule or law? Teacher and students will create a chart and students will list details from pictures and use the primary and secondary sources to make connections.

<b>Assessments:</b>	The teacher will have students complete an exit ticket asking the students about different historical events that took place in the story. This assessment will allow the teacher to see if the students were able to identify the different events that took place in the store and to see if they comprehend the events that happened in the story. The students will receive feedback on their assessment by getting their exit ticket back
<b>Learning Extensions:</b>	This lesson will be extended during the Social Studies block during the month of February and incorporate more primary and secondary resources.