



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s): 8th

Subject: English

Length of Class:

45 Minutes

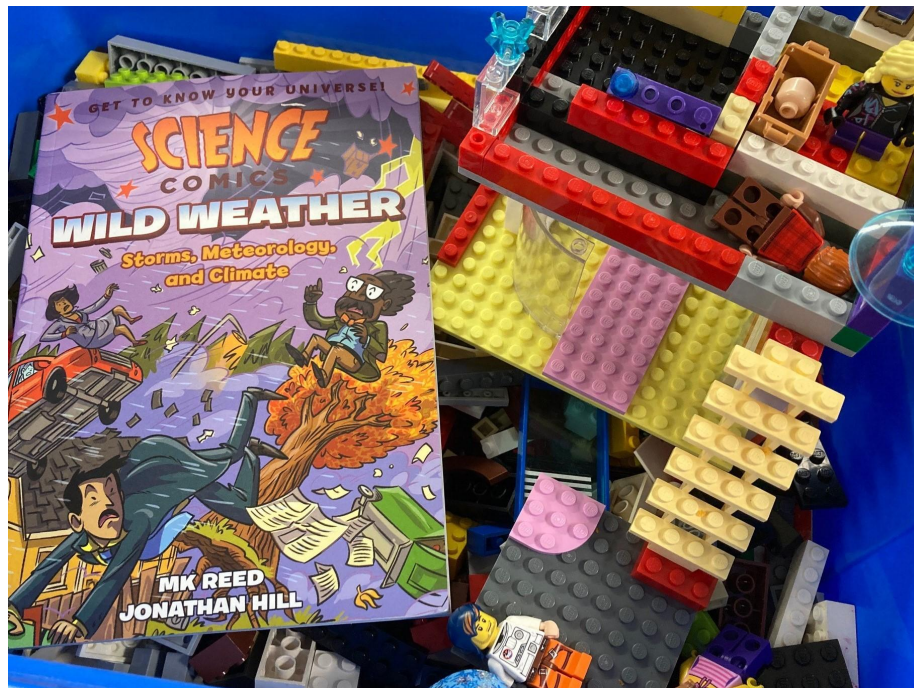


Image Citation: Lego Weather [Personal photograph taken at LIMS]. (2021, December 06).	
Lesson Title:	Lego Tornado Disaster Diorama
Overview:	Students will recreate with legos historical tornado disasters devastation using the fujita scale in <i>Wild Weather</i> by MK Reed and Jonathan Hill and multiple newspaper articles.
Learning Objective:	Students will process and apply historical accounts of tornado disasters and recreate the damage using the fujita scale and legos using the news articles.
Standards:	SC ELA RI 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers. 6-ESS3-2. Analyze and interpret data on natural hazards to identify patterns, which help forecast future catastrophic events and inform the development of technologies to mitigate their effects.
Essential Question:	According to the text, what is the possible impact on a community from each level of a tornado according to the fujita scale?
Supporting Question(s):	<ul style="list-style-type: none"> ● How does the news industry report on each type of tornado? ● What destruction took place in the article? ● What are some patterns you see in the tornado destruction?
Digital Primary and Secondary Sources:	<p>Primary:</p> <p>From LOC Evening Star. (1922, April 6). Tornadoes Sweep to the Eastward. <i>The Evening Star (Washington D.C.)</i>. Retrieved from: https://www.loc.gov/item/sn83045462/1922-04-18/ed-1/#</p> <p>Tornado Damage in Two States. (1922, November 7). <i>The Pickens Sentinel</i>. Retrieved from: https://chroniclingamerica.loc.gov/lccn/sn93067671/1922-11-09/ed-1/seq-5/</p> <p>From SCDiscus The Associated Press. (2001). S.C. Governor Checks Tornado Damage. In <i>AP Online</i>. The Associated Press.</p>

	https://scsl.idm.oclc.org/login?auth=discus&url=https://search.ebscohost.com/login.aspx?direct=true&db=n5h&AN=70ff0eaf49733232e8edbe6b5ffaa394&site=eds-live Secondary: Book <i>Science Comics Wild Weather: Storms, Meteorology and Climate</i> by MK Reed and Jonathan Hill
Required Classroom Materials:	What materials do you need (computer, projector, etc.)? Smartboard or Projector, <i>Wild Weather</i> book, LEGOs, What materials do the students need (writing journals, laptop carts, textbooks, etc.)? Pencil
Classroom Environment:	How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation? copies of newspaper articles (1 per table), different tables will have different articles 1 copy of <i>Wild Weather</i> per table (or a digital access for the class) Smartboard will have image of spread of p. 44-45 from <i>Wild Weather</i> displayed. Students will sit at tables in groups of four.
Differentiation and Adaptations:	In what ways will you differentiate for learners within the classroom? We will have at least one digital copy of the book available for students who need to enlarge print or listen to audio. The large 11 x14 newspaper will also help with students who need print vs. digital. We will have key words on the board as well as a Spanish copy available for our ELL students.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 min	Bell Work: Show two pictures of the tornados. Have students rate it from 1 to 5 on how bad it is and describe what happened in each picture.

5 min	Students will share what they wrote. Teacher will transition to the fujita scale image in <i>Wild Weather</i> . Students will analyze the key identifying features of each category of storm.
15 min	Librarian will provide a primary source newspaper article about a historical tornado. Students will highlight and annotate key words that show the destruction of the storm. Groups will have 2-3 different articles and will share their results. Students will then apply what they learned from the <i>Wild Weather</i> page and categorize the historical storm.
5 min.	Teacher will then go over the expectations for the lego recreation.
	Students will brainstorm what they want their recreation to look like on a blank sheet of paper. Students should fill out the provided handout and explain why they picked each artistic detail.

Day 2: Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
5 min	Students will respond in their Bellwork Journals: Bellwork Prompt “In three sentences explain how you are going to execute your blueprints for your Diorama”.
30 min	Guided Workshop Time
10 min	Clean-up and Exit Ticket: “What do you still need to create for your diorama?”

Day 3: Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
5 min	Students will respond in their Bellwork Journals: Bellwork Prompt “In three sentences explain how you are going to execute your blueprints for your Diorama”.
10min	Guided Workshop Time
15min	Gallery Walk
5 min	Voting on the best diorama
5 min	Students will clean-up and respond to the exit ticket prompt. Exit Ticket: “What did you learn about tornadoes and primary sources? Respond in at least three sentences.”

Assessments:	Formal: Students will be evaluated according to the provided rubric . Students must complete a
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	written explanation of their diorama, and why it is historically and scientifically accurate.
Learning Extensions:	Ideas for extending the lesson or connecting to other curricular topics or lessons Librarian can have display of weather books for further interest or information.