



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

*This lesson is based on the notion that the students have been reading *Nathan Hale's Hazardous Tales: Treaties, Trenches, Mud, and Blood* in class in preparation for a research assignment that tasks them with creating their own comic/graphic novel*

Lesson Plan Template

Author(s): Kersten Epting

Grade Level(s): 5th Grade

Subject: Social Studies

Length of Class: 55 minutes

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



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Lesson Title: Causes of World War I

Overview: This lesson plan aims to educate students on the causes of World War I as well as the components that influenced the United States to end their neutrality and become involved in the war.

Learning Objective: The students will be able to examine the primary causes of World War I as well as the events that sparked U.S. involvement in the war.

<u>Standards:</u>	<p>SC Standard 4: Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e., 1910–1940) affected the United States and South Carolina.</p> <p>SC Indicator: 5.2.CE: Examine the primary causes of World War I and the events which led to U.S. involvement.</p>
<u>Essential Question:</u>	What events led to the US joining WWI?
<u>Supporting Question(s):</u>	<p>Is it possible to remain neutral?</p> <p>Is war between countries/nations unavoidable?</p>
<u>Digital Primary and Secondary Sources:</u>	<p>List primary and secondary sources and include links.</p> <ul style="list-style-type: none"> • Stars and Stripes: The American Soldiers’ Newspaper of World War I [Newspaper that circulated during the war] • Echoes of the Great War: American Experiences of World War I [Virtual Exhibit of WWI related materials] • “The <i>Lusitania</i> Disaster” [Article about the sinking of the <i>Lusitania</i>] • Experiencing War: World War I: The Great War [Stories, photos, letters, and diaries shared by WWI veterans who participated in the Veterans History Project] • World War I: A War to End All Wars . . . [Naval History and Heritage Command collection] • LoG Today in History (Specific dates: June 28, 1914; May 7, 1915; April 6, 1917; September 12, 1918; November 11, 1918) [Articles that share what events in history happen on any given day] • American Expeditionary Forces [Article] • Detroit Publishing Co. [Collection of images] • World War I Posters [Posters created during World War I] • Encyclopedia Britannica Entry: World War I • History.com Entry: World War I • They Answered the Call: Military Service in the United States Army During World War I, 1917–1919 [Article published in Prologue Magazine] • Explore articles about World War I [British Library search results on “World War I”]
<u>Required Classroom Materials:</u>	<ul style="list-style-type: none"> • <u>Librarian’s Materials</u>: Computer, projector, copies of Primary Source Analysis Tool, lesson presentation • <u>Student Materials</u>: School issued laptop/tablet, colored pencils/markers, blank paper
<u>Classroom Environment:</u>	The desks will remain in their normal arrangements so it is easier for the students to follow along with what the librarian is doing.

Differentiation and Adaptations:	<ul style="list-style-type: none"> • For the learners who are visually impaired, the text size on all materials will be larger to accommodate the students needs. • For the learners who are hearing impaired, they will be given preferential seating, visuals will be included in the lesson, and there will be repeated checks for understanding. • For students that struggle with writing, each group will have one designated person to write out answers and assignment/activities will have the option of being completed on their tech device. • For students with ADHD or struggle with staying focused, extra time will be given if needed and intermittent breaks will occur.
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Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 Minutes [Introducing the concept]	<ul style="list-style-type: none"> ▪ While the students are transitioning from English/Science/Math, the librarian will go ahead and use the projector to display two photos on the board. <ul style="list-style-type: none"> ○ One photo will be of the “Destroy This Mad Brute” propaganda poster where the gorilla represents German militarism. ○ The second photo will be of the WWI cartoon referred to as “Balkan Troubles” or “The Boiling Point”. ▪ Once situated, students will be asked to share what they see in each photo as well as what they can infer based on what they see. ▪ Once a few responses have been made about both images, the librarian will explain that the students have just mastered the first part of the lesson: examining the primary causes of WWI.
5 Minutes [Review]	<ul style="list-style-type: none"> ▪ The librarian will spend five minutes reviewing what primary and secondary sources are.
25 Minutes [Explore]	<ul style="list-style-type: none"> ▪ After the review, the librarian will go on to sharing the Library of Congress website with the students by showing them everything the website has to offer (images, videos, maps, audio files, interviews, articles/essays, newspaper clippings, etc.) for various topics, as well as how to navigate the site. ▪ During this time, the librarian will also take a few moments to talk about the Primary Source Analysis Tool that the students are expected to use when selecting their primary sources and how it can be beneficial to their selection process.
15 Minutes [Practice]	<ul style="list-style-type: none"> ▪ Students will spend the remainder of the class period digging through the Library of Congress collections and finding primary sources that can be used for their formal assessment (Comic Strip/Graphic Novel chapter). <ul style="list-style-type: none"> ○ For each source, students are expected to complete one Primary Source Analysis Tool sheet.

Assessments:	<ul style="list-style-type: none"> • The Primary Source Analysis Tool will allow the teacher and librarian to <u>informally</u> evaluate
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	<p>the students' ability to analyze a primary source and make inferences based on what they can see. This evaluation task connects with the learning objective because, with the help of the Primary Source Analysis Tool, it tasks students with examining the causes of World War I, including the event that sparked the US into joining the war. Student learning is demonstrated when the students use context clues to back up their analysis of the primary sources. Students will receive feedback when the class comes back together and has a whole-class discussion about the primary sources they found and what they noted during their analysis.</p> <ul style="list-style-type: none">• The Comic Strip/Graphic Novel Chapter project will allow the teacher to <u>formally</u> evaluate the students' ability to locate primary sources pinpointing the causes of World War I and which event led the United States to enter the war. This evaluation task connects with the learning objective because it tasks students with applying what they've learned in class by locating <i>and</i> examining the primary causes of World War I, including the event that sparked the US into joining the war. Student learning is demonstrated when the students can share the primary sources that they found to support the information that they have included in their comic strip/graphic novel chapter covering the primary causes of World War I, including the event that sparked the US into joining the war. The students will receive feedback from the teacher once the assignment has been graded as well as constructive feedback from their classmates.
<p><u>Learning Extensions:</u></p>	<ul style="list-style-type: none">• The comic/graphic novel project can be extended to include other controversial occurrences going on in the world (censorship, civil rights, vaccines, etc.)• With permission from the students, their comic/graphic novel can be posted on the school's website and shared with other teachers and students as examples.• The skills learned in the lesson can also help students to investigate other controversial issues that interest them and find primary sources to back up their stance.