



# South Carolina

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

### Lesson Plan Template

**Author(s): Amy Jordan**

**Grade Level(s): 8<sup>th</sup> Grade**

**Subject: Social Studies**

**Length of Class: 50 minutes**



**Image Citation:**

Powelson, B. F., photographer. (1868) Portrait of Harriet Tubman / Powelson, photographer, 77 Genesee St., Auburn, New York. New York, 1868. [Auburn, N.Y.: Benjamin Powelson, or 1869] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2018645050/>.

**Lesson Title:**

The Combahee River Raid

<b>Overview:</b>	Students will be able to identify who was involved in the Combahee River Raid in South Carolina and what was the outcome of the raid.
<b>Learning Objective:</b>	Students will use primary and secondary sources to compare and contrast the reports of the raid.
<b>Standards:</b>	8.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States
<b>Essential Question:</b>	In his book, <i>The Underground Abductor</i> , Nathan Hale describes Harriet Tubman’s role in the Combahee River Raid in South Carolina on pages 116 - 124. Compare and contrast his narration with newspaper articles describing the events. Why might there be different accounts of this raid?
<b>Supporting Question(s):</b>	<p>Who was involved with the raid?  How was the raid formulated and executed?  How was Harriet Tubman portrayed in the primary and secondary sources?  What was the result of the raid?  Who benefited from the raid?</p>
<b>Digital Primary and Secondary Sources:</b>	<p>Primary Sources:</p> <p>Bluffton in Ruins. (1863, June 10) Yorkville Enquirer. Retrieved from the Library of Congress, (p.2) <a href="https://www.loc.gov/item/sn84026925/1863-06-10/ed-1/">https://www.loc.gov/item/sn84026925/1863-06-10/ed-1/</a>.</p> <p>Combahee River Map. (2022).  <a href="https://www.google.com/maps/place/Combahee+River/@32.5085387,-80.7897006,10z/data=!4m5!3m4!1s0x88fc170fcc41dbbf:0x5980ab6831bba634!8m2!3d32.5085214!4d-80.5095492">https://www.google.com/maps/place/Combahee+River/@32.5085387,-80.7897006,10z/data=!4m5!3m4!1s0x88fc170fcc41dbbf:0x5980ab6831bba634!8m2!3d32.5085214!4d-80.5095492</a></p> <p>The Enemy’s Raid on the banks of the Combahee. (1863, June 10) Yorkville Enquirer. Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/sn84026925/1863-06-10/ed-1/">https://www.loc.gov/item/sn84026925/1863-06-10/ed-1/</a>.</p> <p>Mcperson &amp; Oliver, photographer. (1863) 2nd South Carolina Infantry Regiment raid on rice plantation, Combahee, South Carolina, and escaped slave named Gordon. United States Baton Rouge Louisiana, 1863. New York: Harper's Weekly, July 4. [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/2014645368/">https://www.loc.gov/item/2014645368/</a>.</p>

	<p>Yankee Raid at Combahee Ferry. (1863, June 5) The Camden confederate. Retrieved from the Library of Congress, (p. 2). <a href="https://www.loc.gov/item/sn85042595/1863-06-05/ed-1/">https://www.loc.gov/item/sn85042595/1863-06-05/ed-1/</a>.</p> <p>Secondary Source: Hale, N. (2015). <i>The Underground Abductor</i>. Amulet Books. <a href="https://www.nathanhaleauthor.com/#/hazardous-tales/">https://www.nathanhaleauthor.com/#/hazardous-tales/</a></p>
<b>Required Classroom Materials:</b>	<p>Teacher Materials: Laptop, hook up to smart board Copy of the graphic novel, <i>The Underground Abductor</i>, by Nathan Hale.</p> <p>Primary Source Analysis Tool: <a href="https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf">https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf</a></p> <p>Student Materials: Copy of <i>The Underground Abductor</i> Primary Source Analysis Tool (electronic access and paper for student to choose preference) Pen or pencil Electronic Device or paper to make notes and create final project</p>
<b>Classroom Environment:</b>	<p>Students will need to face the smart board at the beginning of the lesson, then work individually where comfortable afterwards.</p> <p>The primary sources use language some may find offensive. A class discussion about this language should occur when introducing these sources.</p>
<b>Differentiation and Adaptations:</b>	<p>A section of Nathan Hale's book will be read aloud with students following along. After the reading, the students will spend 5-7 minutes looking at the primary source analysis tool and completing the observe, reflect, question form. The students do not need to use complete sentences on this form.</p> <p>Students can choose how to complete the assignment. They can write an essay, complete a T-chart, create a bullet list, make an infographic, slide presentation or video response.</p>

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time</b>	<b>Detailed Description of Teaching and Learning</b>

<b>Needed</b>	
5 minutes	<p>Introduction:  Look at map of Combahee River online and discuss why this river may be important during the Civil War.</p> <p>What do we know about how the war is proceeding at this point?</p> <p>Discuss language used in the primary sources.</p>
5 - 7 minutes	Read pages 116 - 124 of <i>The Underground Abductor</i>
5 minutes	<p>Open the Library of Congress Website.</p> <p>Show students how the search feature works and how the primary sources were selected.</p> <p>Demonstrate how to navigate the site to zoom in and out of sources.</p>
5 minutes	Have students complete the "Observe" portion of the analysis tool for one of the sources of their choosing.
5 minutes	Have students complete the "Reflect" portion of the analysis tool for the source selected.
5 minutes	Have students complete the "Questions" portion of the analysis tool for the source selected.
20 minutes	Create essay, T-chart, bullet list, infographic, slides or video response slide show comparing the two reports of the Combahee River Raid.

<b>Assessments:</b>	<p>Students will complete the Primary Source Analysis Tool as part of their assessment.</p> <p>The teacher will circulate through the room checking in with students to see that they are completing it correctly.</p> <p>Students will complete their final product for a formal assessment of their knowledge.</p>
<b>Learning Extensions:</b>	Learning to search and navigate the Library of Congress website enables students to return to this site when conducting research in the future.