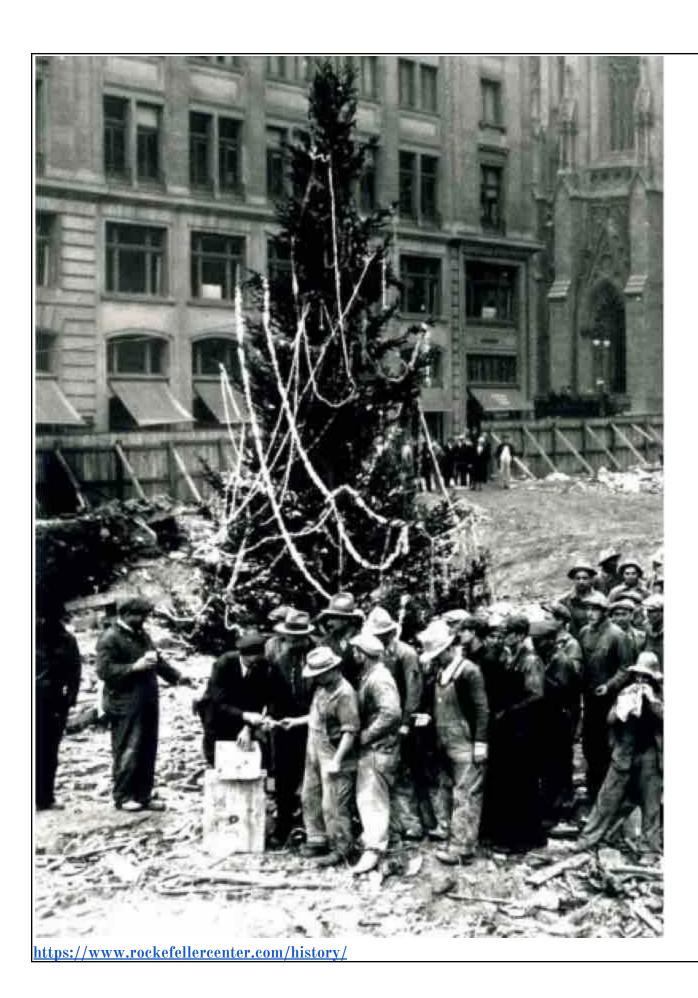


## Full STEAM Ahead:

## Connecting Library of Congress Primary Sources and Picture Books

Lesson Plan Template		
Author(s): Lori Yarborough Suzanne Taylor		
Grade Level(s): 2nd		
Subject: ELA Social Studies		
Length of Class: 45 minutes each day, two (2) day lesson		
Image Citations: Questions to ask:  • Where do your eyes go first?  • What do you see that you didn't expect to see?  • What powerful words are expressed?  • What feelings does the source trigger in you?  • What questions do you have?		





https://www.rockefellercenter.com/holidays/rockefeller-center-christmas-tree-lighting/



https://www.loc.gov/resource/gtfy.07277/



https://www.habitat.org/stories/rockefeller-center-christmas-tree-finds-new-life-helping-more-plants-grow



## https://www.loc.gov/resource/vrg.10054/

Lesson Title:	"Red and Lulu" and the Rockefeller Tree in New York City	
Overview:	Students will be able to identify the historical event of the Rockefeller Christmas Tree and how it impacts the United States.	
Learning Objective:	<ol> <li>The learner will be able to name and tell why the first tree was decorated in Rockefeller Center.</li> <li>The learner will be able to identify and illustrate how the tree impacts the US using a sentence (on their KWL) and drawing.</li> </ol>	
Standards:	RL2.9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.  2.H.1 Identify and compare significant historical events, moments, and symbols in U.S. history	
Essential Question:	What impact does the Rockefeller Christmas Tree have on people of the US?	

Supporting Question(s):	Why was the first Rockefeller Tree displayed and decorated? Do you believe it created hope in others then? Now?	
Digital Primary and Secondary Sources:	Video: Rockefeller Christmas Tree https://www.habitat.org/stories/rockefeller-center-christmas-tree-pa rt-habitat-humanity-home	
	K-W-L Worksheet https://practices.learningaccelerator.org/strategies/know-wonder-learn-kwl-chart	
	Newspaper Article: Rockefeller Center Christmas Tree's Humble Origins, 60 Years Ago	
	https://www.nytimes.com/2019/12/04/nyregion/rockefeller-center-christmas-tree.html	
	Google Earth https://earth.google.com/web/	
Required Classroom Materials:	Picture Book Red and Lulu by Matt Tavares Candlewick Press, 2017	
	Analysis Tool K-W-L Worksheet	
	Copies of photographs	
	Copy of Newspaper Article	
	Exit Slip	
Classroom Environment:	Students will sit on the rug to create an intimate instructional environment in which to listen to a story, read, view photographs and conduct a discussion with partners (turn and talk) and the class.  Students will return to their desks to complete the K-W-L/exit slip.	
Differentiation and Adaptations:	The lesson could be modified by giving students a recording of the story in order to relisten and/or reread.	

	Lesson Sequence/Procedures
Estimated Time Needed	Detailed Description of Teaching and Learning
DAY ONE	Engaging Opener • Teacher will read the story, Red and Lulu, by Matt Tavares.
Read Aloud 15 minutes	<ol> <li>Students will complete: What they know (K) of the K-W-L about the Rockefeller Tree.</li> <li>The teacher will model visualizing and students will practice</li> </ol>
Discussion with Turn and Talk 10 minutes	the important skill of visualizing. The teacher will stop periodically to ask and discuss what students are visualizing.  3. Discuss how illustrations help to add meaning to the story.  • Does it create the illusion of sound?  • Is it showing a passage of time?  • What tone is created by the colors?  • Notice perspective (close up images, far away, distance)  4. Students turn and talk to share what the illustrations mean to them.
Interactive Vocabulary Chart 10 minutes	5. How does the author portray the Christmas tree and the construction workers on the back page of the book? The teacher will encourage students to listen closely and look for evidence in words and short phrases that can help answer this question. The teacher will chart the words hopeful, patient, inspired, and determined during discussion. The teacher will ask what powerful words students are thinking as they discuss.
	6. The teacher will model thinking aloud about the sights, sounds and feelings of the illustrations. She will "create a movie in her mind of what is happening in the text" using the sights, sounds, and feelings.
K-W-L 5 minutes	7. Students will complete: What they are wondering (W), and what they have learned (L) about the Rockefeller Tree in New York.

DAY TWO	Engaging Opener • Teacher will ask questions to prompt				
	discussion and vocabulary as students view images, article, Google				
	Earth, and video. (Primary sources above)				
Making Meaning	Where do your eyes go first?				
From Images and	What do you see that you didn't expect to see?				
Articles	<ul> <li>What powerful words are expressed?</li> </ul>				
20 minutes	• What feelings does the source trigger in you?				
	What questions do you have?				
	The teacher will ask students to use background knowledge from the story, <i>Red and Lulu</i> , to make meaning of and connections to the primary sources.  Students will turn and talk to share.				
Using Evidence 25 minutes	The teacher will model using evidence from the text and primary sources to support statements about the tree and its history.				
	<ul> <li>A tree destined for Rockefeller</li> <li>Donating a gift to millions</li> <li>A growing event</li> </ul>				
	Students will share evidence to support how the tree continues to impact the United States.				
	Using the evidence, the teacher will model writing a sentence of the tree's history and impact, as well as through a <u>shared</u> quick sketch. Students will add to the drawing, one at a time.				

Assessments:	Exit Slip: Students will add their wonderings to
	the K-W-L and highlight their new learning,
	especially how the tree impacts others in the US.
	The students will draw an illustration to portray
	the meaning of their new learning.
Learning Extensions:	Interview with author, Matt Tavares
	https://www.teachingbooks.net/interview.cgi?id
	=130
	The students will make Christmas ornaments
	using recyclable materials and compare their
	ornaments to the ornaments made by the
	construction workers of the first Rockefeller tree.
	Students research wonderings from their
	K-W-L.