



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s):

5th Grade

Subject:

Reading/Media

Length of Class:

1 and a half hours



Image Citation:

Lesson Title:

World War 2 Detainment Camps Analysis

Overview:

Using graphic novels as anchor texts, students analyze primary sources making connections between two events of World War II.

Learning Objective:	<p>Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives.</p> <ol style="list-style-type: none"> 1. Students can analyze the differences between primary and secondary sources. 2. Students can utilize various resources to gain meaning from a period of time in history.
Standards:	<p>Social Studies: Evidence: identify source and utilize different forms of evidence including primary and secondary sources used in an inquiry-based study of history.</p> <p>Social Studies: 5.3.CE Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust.</p> <p>ELA I:</p> <p>Standard 2: Transact with text to formulate questions propose explanations and consider alternative views and multiple perspectives.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration and analysis.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>ELA RL:</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions inferring drawing conclusions analyzing synthesizing providing evidence and investigating multiple interpretations.</p> <p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts</p> <p>Standard 10: Apply a range of strategies to determine and deepen the meaning of Known Unknown and multiple meaning words phrases and jargon acquire and use General academic and domain specific vocabulary.</p> <p>ELA RI:</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions inferring drawing conclusions analyzing synthesizing providing evidence and investigating multiple interpretations.</p> <p>Standard 6: Summarize key details and ideas to support analysis of central ideas.</p>

	<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia text to craft informational and argument writing.</p> <p>ELA Writing Standard 6: Write independently legibly and routinely for a variety of tasks purposes and audiences over short and extended time frames.</p> <p>ELA Communication: Standard 1: interact with others to explore ideas and Concepts communicate meaning and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. Standard 2: Articulate ideas, claims and perspectives in a logical sequence using information findings and credible evidence from sources. Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> <p>AASL: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems and developing strategies for solving problems.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p>
<p>Essential Question:</p>	<p>How can various articles of information from primary and secondary sources paint a more concrete image of World War 2?</p>
<p>Supporting Question(s):</p>	<p>How have graphic novels supported your understanding of Anne Frank's life and children from internment camps? How have primary and secondary sources increased your understanding of the author's purpose from this time period? How have primary and secondary sources increased your understanding of events from this time period?</p>

Digital Primary and Secondary Sources:	List primary and secondary sources and include links.	
	Nazi Concentration Camps	
	Primary Sources	Secondary Sources
	Diary of Anne Frank	The Age of Anne
	Hungarian Jews After Removal of Concentration Camps	<i>What was the Holocaust?</i> by Gail Herman
	Robert L. Longyear Collection	Interactive Map of NAZI Death Camps
	William M. McConahey, Jr. Collection	
	Roll Call at German Concentration Camp	
	Diese Schandtaten	
	Nazi Brutality	
	World Map 1942	
	Japanese-American Internment	
	Primary Sources	Secondary Sources
	Ansel Adams Manzanar Collection	<i>So Far From the Sea</i> by Chris Soenpiet
	WRC Map	

Required Classroom Materials:	<p>What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <p>anchor texts</p> <p>primary/secondary sources</p> <p>PPT/Google Slide template</p> <p>Primary Source Analysis Tool</p> <p>Analyzing Photographs and Prints</p> <p>Analyzing Maps</p> <p>Graphic Organizer</p>
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Classroom Environment:	Learning stations/centers will work well for this activity. Students will rotate among 6 stations for 5 minutes each. Each station will have either a primary or secondary source to examine.
Differentiation and Adaptations:	In what ways will you differentiate for learners within the classroom? The sources at the centers will be a mix of print/visual/audio as well as primary/secondary.

Lesson Sequence/Procedures	
Estimated Time Needed 80 minutes	Detailed Description of Teaching and Learning
10 minutes	Introduction: Video, discuss differences in primary and secondary sources
30 minutes	Main Activity: There are different centers throughout the room where students will visit during this time. They will spend about 5 minutes per center analyzing the information. Six centers - five minutes at each - fill in graphic organizer with new findings
30 minutes	Final Product: Students can create a graphic organizer, a comic strip, or a powerpoint answering the essential question. (Rubric)
10 minutes	Conclusion: Students present main ideas found with the class.