



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

Jessica White & Jordan Henry

Grade Level(s):

8th grade

Subject:

Social Studies

Length of Class:

56 mins

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



(Selma march)

Image Citation:

Pettus, Peter. (1965) *Participants, some carrying American flags, marching in the civil rights march from Selma to Montgomery Alabama in 1965* [photograph]. Library of Congress. <https://www.loc.gov/resource/ppmsca.08102/>

Lesson Title:	Silence and Violence: The Struggle for Civil Rights in SC.
Overview:	Students will analyze and compare/contrast artifacts that explore Civil Rights movements nationally and locally.
Learning Objective:	<ul style="list-style-type: none"> • I can analyze primary and secondary sources to help curate my own museum-style exhibit. • I can connect and compare nationwide civil rights events to state events in South Carolina.
Standards:	<p>Overarching standard: Demonstrate an understanding of the impact of world events on SC and the US from 1929 to present.</p> <ul style="list-style-type: none"> • 8.5.CX - Analyze the correlation between the Modern Civil Rights Movement in SC and the US. • 8.5.E - Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in SC and the US.
Essential Question:	During the Civil Rights Movement in the United States, what events correlated with events transpiring in South Carolina?
Supporting Question(s):	<ul style="list-style-type: none"> • How were local and national events similar? How were they different? • How does analyzing different perspectives and sources inform your understanding of this historical period?
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <ul style="list-style-type: none"> • Beachum, F. (n.d.). <i>The Legacy of the Orangeburg Massacre: Gallery</i>. Orangeburg Massacre [Photo Essay]. Retrieved May 5, 2023, from https://www.beachamjournal.com/photos/orangeburg_massacre_photo/index.html • Lewis, John, Aydin, Andrew, and Powell, Nate. (2013). <i>March Book One</i>. Top Shelf Productions. • Pettus, Peter. (1965) <i>Participants, some carrying American flags, marching in the civil rights march from Selma to Montgomery Alabama in 1965</i> [photograph]. Library of Congress. Retrieved May 5 2023, from https://www.loc.gov/resource/ppmsca.08102/
Required Classroom Materials:	<ul style="list-style-type: none"> • Handouts/documents (provided by teachers) <ul style="list-style-type: none"> ○ Virtual gallery note-catcher (Canva link) ○ Graphic Novel Discussion questions ○ Quadrant visual thinking strategy procedures ○ Legacy of the Orangeburg Massacre [photo essay] by Frank Beachum (Beachum, n.d.) • Chromebooks with access to internet
Classroom Environment:	Tables/desks in small group/stations formation

Differentiation and Adaptations:	<ul style="list-style-type: none"> - Provide/prepare a smaller package of printouts or digital collections for students who struggle with locating/identifying their own primary sources - Create an adaptation (abbreviated/adjusted version) of note-catcher for students who need more language or comprehension support - Allow for partnering or small grouping of students who benefit from collaborative thinking - Translation tools, modified questions and an adapted assignment will be supplied for MLL students and those who have special accommodations and modifications.
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Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10-15 mins	Opening discussion about image (quadrant strategy) <ul style="list-style-type: none"> ● Guide students through whole class analysis of Selma march image using Quadrant Visual Thinking Strategy handout (alternate suggestion - make this station 1)
15-20 mins	Graphic Novel Close reading activity <ul style="list-style-type: none"> ● Students begin rotating through stations if not rotating already. ● Station 2 is where students will examine prepared excerpts (pages 83-87) from <i>March</i> by John Lewis, Andrew Aydin, and Nate Powell ● Students will respond to prompts included in Graphic Novel Discussion Questions doc
15-20 mins	Virtual Photo Essay Gallery Tour <ul style="list-style-type: none"> ● Students at Station 3 will engage with Photo Essay by Frank Beachum and respond to prompts in Virtual Gallery Note-Catcher
<5 mins	Discussion that assists students with responding to discussion post for HW <ul style="list-style-type: none"> ● Discussion/Debrief that morphs into a discussion board at the teacher's discretion: <ul style="list-style-type: none"> ○ What is the importance of using primary and secondary sources when comparing national Civil Rights events with events transpiring in South Carolina?

Assessments:	<p>What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback?</p> <ul style="list-style-type: none"> ● Quadrant visual thinking strategy handout ● Virtual gallery note-catcher ● Responses in group/class discussion and discussion post
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Learning Extensions:	Ideas for extending the lesson or connecting to other curricular topics or lessons <ul style="list-style-type: none">● Building an AR environment for 3D/virtual exhibit of their own design● Creating a timeline on paper or digitally that showcases important CRM events and incidents● If teaching this unit/lesson series during the week of SC History Day, teachers can potentially tie this into their other discussions about how we plan for our future based on what we know about our past as a state and country
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