



# South Carolina

## Full STEAM Ahead:

### Connecting Library of Congress Primary Sources and Graphic Novels

#### Lesson Plan Template

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**Grade Level(s):** 3 - 5

**Subject:** Library/Research

**Length of Class:** Four to Six - 50 minute sessions

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

Photo by [David Clode](#) on [Unsplash](#)



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**Lesson Title:**

Gardening in the Neighborhood (Hood)

<b>Overview:</b>	Students will be exposed to healthy food options and have an opportunity to explore the essentials needed for a community garden that will lead to a healthier lifestyle.
<b>Learning Objective:</b>	<p>Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives.</p> <p>Students will begin their own container garden by selecting one item to grow, researching the growth needs, and planting their desired produce</p>
<b>Standards:</b>	<p>Standards should be aligned with objectives</p> <p>IA1-2: Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.</p> <p>VA1-3: Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.</p>
<b>Essential Question:</b>	<p>The essential question should be student-friendly and academic. It should be inquiry-based and connected to standards and learning objectives.</p> <p>How can we use a garden to help our community?</p>
<b>Supporting Question(s):</b>	<p>What two or three questions support students answering the essential question?</p> <ol style="list-style-type: none"> <li>1. How many grocery stores are in the local (school) zip code? How many grocery stores are in surrounding zip codes?</li> <li>2. Are there any additional food stores or sources?</li> <li>3. What are the requirements for a community garden?</li> </ol>
<b>Digital Primary and Secondary Sources:</b>	<p>List primary and secondary sources and include links.</p> <p>Primary</p> <ol style="list-style-type: none"> <li>1. Genthe, A., photographer. Children in the gardens of the National Cash Register Company, Dayton, Ohio. , None. Between 1912</li> </ol>

	<p>and 1922. [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/2018704440/">https://www.loc.gov/item/2018704440/</a>.</p> <p>Secondary</p> <ol style="list-style-type: none"> <li>2. Craib E. The Promise of Seeds: Magic in a Packet: 1901 - National Cash Register Boys' Garden. The Promise of Seeds. Published July 26, 2014. Accessed March 15, 2024. <a href="https://horticultural-history.blogspot.com/2014/07/1901-national-cash-register-boys-garden.html">https://horticultural-history.blogspot.com/2014/07/1901-national-cash-register-boys-garden.html</a></li> <li>3. <i>Harlem Grown: An Oasis In New York City</i>. (n.d.). PBS Food. <a href="https://www.pbs.org/food/features/harlem-grown/">https://www.pbs.org/food/features/harlem-grown/</a></li> <li>4. Hillery, T., &amp; Hartland, J. (2020). <i>Harlem Grown: how one big idea transformed a neighborhood</i>. First edition. New York, Simon &amp; Schuster Books for Young Readers.</li> </ol>
<p><b>Required Classroom Materials:</b></p>	<p>What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <p>Teacher Supplies: Computer with Display Board or SmartBoard. Internet or Wifi, related library books, worksheets or Google for virtual activities</p> <p>Student Supplies: Laptops, journals, library books for research</p>
<p><b>Classroom Environment:</b></p>	<p>How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation?</p> <p>The existing seating arrangement is appropriate at the start of the lesson; however, students will need to move in groups as they start working on the collaborative parts of the lesson.</p>
<p><b>Differentiation and Adaptations:</b></p>	<p>In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.</p>

	<p>Students will work in assigned groups. The teacher may assign tasks to provide a focus for each student or allow students to assign tasks based on the needs of the group.</p> <p>For a group of students who may have challenges completing the full project, the teacher may modify the assignment by assisting the students with answering the questions or providing the research data to lead to the essential question.</p>
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<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b>	<b>Detailed Description of Teaching and Learning</b>

This lesson may be conducted in one day depending on the ELA block.	
<b>Day 1: Community Gardens</b> <b>Learning Intentions: We are learning about community gardens.</b> <b>Success Criteria: I can identify the characteristics of a community garden</b>	
15 minutes	<p>Introduction/Knowledge Activation:</p> <p>Teacher will display picture on device  (<a href="https://www.loc.gov/item/2018704440/">https://www.loc.gov/item/2018704440/</a>)</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> <li>1. Who are the characters?</li> <li>2. What is happening in this image?</li> <li>3. When does it take place?</li> <li>4. Where does it take place?</li> <li>5. Why do you think this image is important?</li> </ol> <p>Students will write answers in their journals and include a description of the picture (Student preference: drawn or written).</p> <p>Classroom Discussion where students share their responses.</p> <p>Teacher will explain the origin of the picture and include background information about the National Cash Register Company and the purpose of the gardens. (This article will assist teacher with background information: <a href="https://horticultural-history.blogspot.com/2014/07/1901-national-cash-register-boys-garden.html">https://horticultural-history.blogspot.com/2014/07/1901-national-cash-register-boys-garden.html</a>)</p>
15 minutes	<p>Introduction to Gardening</p> <p>Read <u>Harlem Grown</u> by Tony Hillery</p> <p>Teacher will check for understanding while reading the story.</p> <p>After the story, students will complete their journal writing about gardening.</p> <p>Prompt: Have you ever seen a garden? Where was it located? What kinds of plants were in the garden? If you could plant something in a garden, what would it be and why?</p>
10 minutes	<p>Students will evaluate (check to see if a website is reliable) the credibility of the website by completing a checklist. (One is included in this lesson or the teacher may consult a school librarian for additional resources.)</p>

	<p>What does it mean to be reliable? Did you know that sometimes websites are not reliable? Can you think of a way to check to see if a website is reliable?</p> <p>Explore the Harlem Grown Website to introduce the founder who is one of the characters in the book (<a href="https://www.harlemgrown.org/">https://www.harlemgrown.org/</a>)</p> <p>Questions to ask as you peruse the sight: What is a community garden? What are some characteristics of a community garden?</p>
5 minutes	<p>Wrap Up: Classroom discussion of evaluation checklist</p> <p>Is it good to evaluate a website for reliability?</p> <p>Is the checklist we used a good one to use?</p> <p>Can you think of additional criteria that we may add?</p>
5 minutes	<p>Exit Ticket: What is a community garden? What are the characteristics of community garden? Write in Journal</p>
<p><b>Day 2: Primary and Secondary Sources</b></p> <p><b>Learning Intention: We are learning about primary and secondary sources</b></p> <p><b>Success Criteria: I can explain the difference between primary and secondary sources. I can provide examples of primary and secondary sources.</b></p>	
10 minutes	<p>Decide how student groups will be formed and ask students to sit with group members. (The teacher can decide if students will be allowed to form their own groups.)</p> <p>Overview of Harlem Grown (Group Assignment)</p> <p>Review Previous Day's Journal Entry about Gardening (To expedite this process, the teacher can circle key phrases in the student journal entries for students to discuss with their classmates.)</p>
20 minutes	<p>The teacher will discuss primary sources and secondary sources with students.</p> <p>Visit the following site for details about using primary sources: <a href="https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/">https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/</a></p> <p>What is the difference between primary and secondary sources? SC-DISCUS has activities related to primary and secondary sources, check out the following links (Please see your school librarian if you need help accessing this source at home. If you are in a South Carolina school or public library, you do not need a password to access. You may have to paste the links in a browser):</p> <ol style="list-style-type: none"> <li>1. <a href="https://go-gale-com.scsl.idm.oclc.org/ps/i.do?p=ITKE&amp;u=scschools&amp;id=GALE A254314461&amp;v=2.1&amp;it=r&amp;sid=ebsco">https://go-gale-com.scsl.idm.oclc.org/ps/i.do?p=ITKE&amp;u=scschools&amp;id=GALE A254314461&amp;v=2.1&amp;it=r&amp;sid=ebsco</a></li> </ol>

	<p>2. <a href="https://viewer-ebSCOhost-com.scsL.idm.oclc.org/EbscoViewerService/ebook?an=2280611&amp;callbackUrl=https%3a%2f%2fresearch.ebsco.com&amp;db=e867sww&amp;format=EB&amp;profId=eds-kids&amp;lpid=&amp;ppid=&amp;lang=en&amp;location=https%3a%2f%2fresearch-ebSCO-com.scsL.idm.oclc.org%2fc%2fmX7mvl%2fsearch%2fresults%3fq%3dprimary%2520sources&amp;isPLink=False&amp;requestContext=&amp;profileIdentifier=mx7mvl&amp;recordId=3fnc46ilnf">https://viewer-ebSCOhost-com.scsL.idm.oclc.org/EbscoViewerService/ebook?an=2280611&amp;callbackUrl=https%3a%2f%2fresearch.ebsco.com&amp;db=e867sww&amp;format=EB&amp;profId=eds-kids&amp;lpid=&amp;ppid=&amp;lang=en&amp;location=https%3a%2f%2fresearch-ebSCO-com.scsL.idm.oclc.org%2fc%2fmX7mvl%2fsearch%2fresults%3fq%3dprimary%2520sources&amp;isPLink=False&amp;requestContext=&amp;profileIdentifier=mx7mvl&amp;recordId=3fnc46ilnf</a></p> <p>Students should understand the difference between primary and secondary sources and be able to identify examples of each type of source.</p>
15 minutes	<p>Teacher will show students the interview from the following website: <a href="https://www.pbs.org/food/features/harlem-grown/">https://www.pbs.org/food/features/harlem-grown/</a></p> <p>This website features an interview of Tony Hillery and Nevaeh who were featured in the previous day's read aloud, <u>Harlem Grown</u>.</p> <p>Students will jot down questions the reporter asked during the interview. After the video, students will meet with group members to discuss which questions would be good to ask a gardening expert.</p>
5 minutes	<p>Exit Ticket: What is the difference between a primary source and a secondary source? What are examples of each type of source.</p>
<p><b>Day 3: Types of Gardens, Location, &amp; Water Source</b>  <b>Learning Intentions:</b> We are learning the basic needs of gardens.  <b>Success Criteria:</b> I can identify and explain three basic types of gardens and the main necessities to create them.</p>	
10 minutes	<p>Teacher will review the previous day's lesson. Students will meet in groups to review the questions they would like to ask a gardening expert.</p>
10 minutes	<p>Types of Gardens: Container Garden, Raised Bed, &amp; Traditional In Ground</p> <p><a href="https://miraclegro.com/en-us/gardening-101/how-to-choose-the-best-garden-for-you.html#:~:text=An%20in%2Dground%20garden%20is%20a%20great%20choice%20if%20you,love%20an%20in%2Dground%20garden">https://miraclegro.com/en-us/gardening-101/how-to-choose-the-best-garden-for-you.html#:~:text=An%20in%2Dground%20garden%20is%20a%20great%20choice%20if%20you,love%20an%20in%2Dground%20garden</a></p> <p>Teacher will use the above link to discuss the types of gardens that can be created. In addition, the teacher can create a short presentation to assist with transitioning through the presentation.</p>
10 minutes	<p>Students will return to their groups to discuss what is needed for each type of garden. They will complete a chart to assist them (see chart below).</p>
15 minutes	<p>Teacher will facilitate a whole group discussion of what additional items are needed for a garden and how these items will benefit the garden.</p>
5 minutes	<p>Exit Ticket: What are three types of gardens? What are some basic necessities to create the gardens?</p>
<p><b>Day 4: Crops</b>  <b>Learning Intentions:</b> We are learning the best crops to grow in our community.</p>	

Success Criteria: I can identify the best crops to grow in my community according to the basic necessities of gardening.	
5 minutes	Teacher will review the previous day's lesson about types of gardens and main necessities to create a garden.
20 minutes	<p>Students will work in their groups to determine the best crops for a local garden. Questions they should consider include:</p> <ol style="list-style-type: none"> <li>1. Who will be doing the work?</li> <li>2. What types of crops do you like to eat?</li> <li>3. How do you plan to use the produce from your garden?</li> <li>4. How much space is available?</li> <li>5. How much time is needed to grow the crop?</li> <li>6. Who will maintain the garden if there is no school?</li> </ol> <p>The Clemson Cooperative Extension's Home and Garden Information Center can assist students with answering some of the aforementioned questions.</p> <p><a href="https://hgic.clemson.edu/factsheet/planning-a-garden/">https://hgic.clemson.edu/factsheet/planning-a-garden/</a></p>
10 minutes	Teacher will facilitate a whole group discussion about the best crops for a local garden.
5 minutes	Exit Ticket: What are the best crops to grow in a local garden? Why are these the best crops?
<p style="text-align: center;"><b>Day 5: Presentation Planning</b></p> <p style="text-align: center;">Learning Intentions: We are creating a presentation about gardening</p> <p style="text-align: center;">Success Criteria: I can assist my group members in planning and creating a presentation about gardening.</p>	
10 minutes	The teacher will review the previous lessons for this unit.
40 minutes	<p>Students will work in groups to create a presentation where they identify the following:</p> <p>Formal: Presentation where they introduce the concept of a community garden and identify the following for the garden:</p> <ol style="list-style-type: none"> <li>1. a location (can be an existing location)</li> <li>2. determine the type of garden (container or in-ground)</li> <li>3. possible crops</li> <li>4. water source</li> <li>5. create questions to pose to gardening expert</li> </ol>
	*This lesson may require additional time to help students prepare the presentation. It would help if the teacher provided a template for the presentation. Teachers should allow the students to decide which parts of the presentation they will work on to ensure everyone has something to contribute.
<p style="text-align: center;"><b>Day 6: Presentation Day</b></p> <p style="text-align: center;">Learning Intentions: We are presenting our ideas about gardening.</p>	



<b>Success Criteria: I can present my ideas about gardening to an audience of my peers.</b>	
40 minutes	Teacher will determine the order of presentations. Students will present their findings to their classmates and answer any questions their classmates may have. Teacher will use the Presentation Rubric to score the group work.
	*As with planning the presentations, it may take multiple days to complete the presentations. Teachers should use their discretion to determine the number of days needed for presentations.

<b>Assessments:</b>	<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> <p>Informal:</p> <ol style="list-style-type: none"> <li>1. Journal entries/Exit Tickets (prompt and questions included)</li> <li>2. Website evaluation checklist (included)</li> <li>3. Garden Characteristics Form (included)</li> </ol> <p>Formal: Presentation where they introduce the concept of a community garden and identify the following for the garden:</p> <ol style="list-style-type: none"> <li>1. a location (can be an existing location)</li> <li>2. determine the type of garden (container or in-ground)</li> <li>3. possible crops</li> <li>4. water source</li> <li>5. create questions to pose to gardening expert</li> </ol>
<b>Learning Extensions:</b>	<p><b>Contact local gardeners to introduce gardening to students. Allow students to create questions in advance. Questions can be based on the previous lessons.</b></p> <p><b>Possible contacts:</b></p> <ul style="list-style-type: none"> <li>● <b>South Carolina Department of Agriculture</b></li> <li>● <a href="https://agriculture.sc.gov/resources/agriculture-organizations/">https://agriculture.sc.gov/resources/agriculture-organizations/</a></li> <li>● <b>Riverbanks Zoo</b></li> <li>● <a href="https://www.riverbanks.org/">https://www.riverbanks.org/</a></li> <li>● <b>Local Farmers' Markets</b></li> <li>● <a href="https://agriculture.sc.gov/where-to-buy-local/community-based-farmers-markets/">https://agriculture.sc.gov/where-to-buy-local/community-based-farmers-markets/</a></li> </ul>

- **Local Harvest**
- <https://www.localharvest.org/search.jsp?lat=33.6&lon=-81.1&scale=5&st=43>
  
- **FoodShare**
- <https://foodsharese.org/>
  
- **Clemson Cooperative Extension's Home and Garden Information Center**
- <https://hgic.clemson.edu/>
- Email: [hgic@clemson.edu](mailto:hgic@clemson.edu) or 1-888-656-9988
  
- **South Carolina Plants the Seed - Program for SC libraries in rural communities**
- <https://guides.statelibrary.sc.gov/SCReadEatGrow/sc-plants-seed>
  
- **Science Fair Projects with Produce**
- <https://www.sciencebuddies.org/science-fair-projects/project-ideas/experiment-with-plant-growth>
- <https://sowrightseeds.com/blogs/planters-library/10-fun-and-easy-garden-science-experiments-for-kids>
  
- **National Gardening Day Celebration - April 14, 2024**
- <https://www.nationaldaycalendar.com/national-day/national-gardening-day-april-14#:~:text=Cool%20Springs%20Press%2C%20an%20imprint%20of%20The%20Quarto%20Group%2C%20founded,more%20about%20how%20to%20garden.>
  
- **Fall Festival and Community Gardening**
- <https://ugaurbanag.com/fall-festivals-and-your-community-garden/>
  
- **Community Garden Week**
- <https://www.holidaycalendar.io/holiday/community-garden-week>

Name \_\_\_\_\_ Date \_\_\_\_\_ Group \_\_\_\_\_

<b><u>Presentation Rubric</u></b>				
<b><u>Indicators</u></b>	<b><u>Poor</u> 5 points</b>	<b><u>Fair</u> 10 points</b>	<b><u>Good</u> 15 points</b>	<b><u>Excellent</u> 20 points</b>
Location	Not Included			Included
Type of Garden	Not Included			Included
Crops	No crops included	1-2 crops included	3-4 crops included	5 or more crops included
Water Source	Not included			Included
Questions for Gardening Expert	No questions included	1-2 questions included	3-4 questions included	5 or more questions included

Name \_\_\_\_\_ Date \_\_\_\_\_ Group \_\_\_\_\_

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Location	Not Included			Included
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Crops	No crops included	1-2 crops included	3-4 crops included	5 or more crops included
Water Source	Not included			Included
Questions for Gardening	No questions included	1-2 questions included	3-4 questions included	5 or more questions

Expert				included
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Name \_\_\_\_\_ Date \_\_\_\_\_ Group \_\_\_\_\_

<b>Website Evaluation Checklist (Elementary Students)</b> Directions: Use a different sheet with each website used.	
<b>Website:</b>	
Put a check for each category you were able to find on the website. If you can answer yes to the questions, put a check in the empty box.	Explanation
Who?	Does the website has the originator/author/organization listed with contact information? It may also include an About Us section.
What?	Is the purpose of the website/organization/person listed on the website? Does this information reflect your topic?
When?	Is the date it was published or updated listed?
Where?	Is there an organization or expert who they consult or talk to in order to verify information? Have they partnered with any other organizations or businesses? Can you tell where the information is from?
Why?	Does the website list the purpose of the information?
How?	Are there any links to articles or videos about the organization? Do they provide links to other websites? Are the links working?
Website Evaluation Results: Is this a credible or good website to use? Why or why not?       	

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Name \_\_\_\_\_ Date \_\_\_\_\_ Group \_\_\_\_\_

<b>Garden Characteristics</b>		
Directions: Identify characteristics related to each type of garden.		
Raised Bed Garden	Container Garden	In Ground Garden

Name \_\_\_\_\_ Date \_\_\_\_\_ Group \_\_\_\_\_

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Directions: Identify characteristics related to each type of garden.		
Raised Bed Garden	Container Garden	In Ground Garden

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