



South Carolina

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

Lesson Plan Template

Author(s): Joanna Sargent, School Librarian, Lady's Island Middle School
London Walter, 6th Grade Social Studies Teacher, Lady's Island Middle School

Grade Level(s): 6

Subject:
Social Studies and Library Collaboration

Length of Class:

2 class periods, 1 hour each



Image Citation:

Tielt, P. d. (2020, March 22). *Citizens of Tournai Bury Their Dead*. *World History Encyclopedia*. Retrieved from <https://www.worldhistory.org/image/12033/citizens-of-tournai-bury-their-dead/>

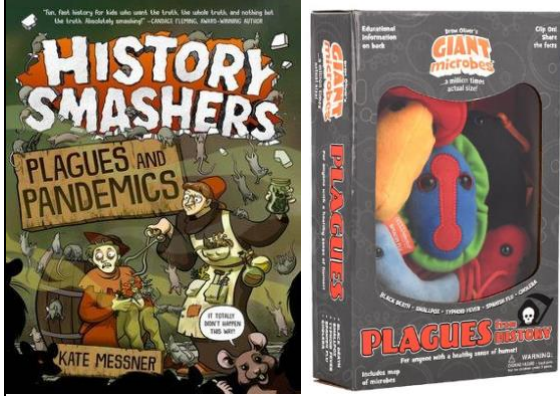
Lesson Title:	Plagues and Pandemics: Using Kate Messner’s visual graphic non-fiction in 6th Grade Social Studies with primary sources.
Overview:	In a two part lesson, students will be using primary sources and Kate Messner’s book: <i>History Smashers: Plagues and Pandemics</i> to draw greater interest to 6th grade social studies standards.
Learning Objective:	<p>Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives.</p> <p>Students will analyze primary sources related to historical plagues and pandemics and compare them to the depictions in Kate Messner’s <i>History Smashers: Plagues and Pandemics</i> to understand how different sources shape our understanding of historical events.</p>
Standards:	<p>Standard 2: Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (i.e., 550–1450).</p> <p>Indicator 6.2. CE Explain the impact of global exchanges among world civilizations.</p> <p>Indicator 6.2.E: Analyze multiple perspectives on the increased interactions among and between world societies from 550 to 1450 through a variety of primary and secondary sources.</p>
Essential Question:	<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 examining primary sources and graphic novels together enhance our understanding of the impact of plagues and pandemics on societies throughout history?</p>
Supporting Question(s):	<p>What two or three questions support students answering the essential question?</p> <ol style="list-style-type: none"> 1. How do primary sources from the time of the Black Death provide insights into its effects on world societies? 2. In what ways does <i>History Smashers: Plagues and Pandemics</i> help us understand the social, economic, and political consequences of the Black Death?

	<p>3. How did increased interactions between world civilizations contribute to the spread of the Black Death, and how did the pandemic affect these interactions?</p> <p>4. How does our experience and reaction of COVID -19 compare to the experience of the Black Death?</p>
<p>Digital Primary and Secondary Sources:</p>	<p>List primary and secondary sources and include links.</p> <p>Part 1, Whole Class Instruction</p> <p>Primary Sources: Tielt, P. d. (1353). <u>Citizens of Tournai Bury Their Dead</u>. <i>World History Encyclopedia</i>.</p> <p>Elizabeth I, (1578?) <i>Orders, thought meete by her Maiestie, and her priuie Councell, to be executed throughout the counties of this realme, in such townes, villages, and other places, as are, or may be hereafter infected with the plague, for the stay of further increase of the same...</i> In the digital collection of University of Virginia, Historical Collections at the Claude Moore Health Sciences Library. Retrieved from <u>https://historical.hsl.virginia.edu/plague/pages.cfm%3Fpg=24.html</u></p> <p>Secondary: Messner, K. (2021). <u>History Smashers : Plagues and pandemics</u> (First edition). Random House Children’s Books.</p> <p>Part 2 Plagues and Pandemics Stations</p> <p>Primary Sources: Lessing J. Rosenwald Collection. (1410) Encyclopedic Manuscript Containing Allegorical and Medical Drawings. [South Germany] [Manuscript/Mixed Material] Retrieved from the Library of Congress, <u>https://www.loc.gov/item/50041709/</u>.</p> <p>Fürst, P. (1656). 17th-century Depiction of Plague Doctor. <i>World History Encyclopedia</i>. Retrieved from <u>https://www.worldhistory.org/image/12036/17th-century-depiction-of-plague-doctor/</u></p> <p>Secondary:</p>

Winick, S. (2014, July). Ring Around the Rosie: Metafolklore, Rhyme and Reason. Folklife Today, LOC Blogs.
<https://blogs.loc.gov/folklife/2014/07/ring-around-the-rosie-metafolklore-rhyme-and-reason/>

Required Classroom Materials:

What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?
 Part 1: Smartboard, Computer, Canva Slides, Copies of books, Sora copy of Kate Messner’s Plagues and Pandemics ebook displayed on Smartboard



Part 2: Smartboard, computer, slides, copies of book, Giant Microbes: Plagues from History (plush replicas of microbes). Z space or Merge Cube with 3 D images of microbes, primary sources printed, articles printed, additional books from school library, ipads or computers.

Canva Slides Link:
https://www.canva.com/design/DAGROtyOyvc/7YHegE4BaZTiEsRurbdlhQ/view?utm_content=DAGROtyOyvc&utm_campaign=designshare&utm_medium=link&utm_source=editor

Classroom Environment:

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?

Part 1, group tables and smartboard
 Part 2, Stations at group tables with enough chairs per group.
 Station 1, Primary and Secondary Sources (Rosenwaldz, 1410)
 Station 2, Primary and Secondary Sources (Fürst, 1656)
 Station 3, Z space or Merge Cube (or other 3d visualization tool) and Plush Microbes.
 Station 4. Copies of the books (Messner, 2021)

	Station 5. Display related books from the school library. (see list under Learning Extensions)
Differentiation and Adaptations:	<p>In what ways will you differentiate 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>We can have shorter excerpts in larger print of written primary sources. Audio copy of the book for students to listen. List for further resources and related books contains different reading levels. Preferential seating for those who need closer access to the board.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 minutes	Teachers will put the first primary source, (Tielt, 1353) using canva slides up for students to draw interest in the topic. Teachers will ask students leading questions about the image and annotate their responses without revealing any information about the image.
15 minutes	After revealing the information about the image, teachers will read from Chapter 2 (Messner 2021) to give more information about the Black Plague.
15 minutes	Students will read the comic on pages 24-25 of the book and fill out cause and effect graphic organizer.
15 minutes	<p>Students will get copies of an excerpt of the Plague Book (Elizabeth I, 1578), which discusses quarantine during pandemic. Wrap up discussion about book and Plague and comparison/contrast with Covid 19.</p> <p>Part II Stations set up (described in classroom environment) for students to explore. 10 minutes per station with each group. Students may not make it to every station.</p> <p>Teachers wrap up and have students review graphic organizer from Part I and see if any of their ideas have changed after all the stations. Students complete graphic organizer.</p>

<p>Assessments:</p>	<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><u>Evaluation (Informal and Formal) Tasks for This Lesson:</u></p> <p><u>Cause and Effect Graphic Organizer:</u> Students will complete this organizer focusing on the comic from pages 24 & 25. This task involves identifying a historical event/topic, determining its causes and effects, making connections, and reflecting on significance. <u>Class Discussion:</u> Students will review and discuss their findings, sharing their analysis of the causes and effects. <u>Comparison of Sources:</u> Students will compare depictions from History Smashers with primary sources on plagues and pandemics.</p> <p><u>Connection to Learning Objectives:</u></p> <p>The tasks align directly with the learning objectives: Analyze the relationship between causes and effects: The organizer helps students break down causes and effects of historical events (Covid-19 Pandemic) and make connections between them. Understand how different sources shape historical events: The comparison of primary sources with History Smashers encourages critical thinking about the portrayal of historical events. <u>Demonstrating Student Learning:</u></p> <p>By accurately identifying causes and effects, making connections, and reflecting, students demonstrate their understanding of historical analysis and event consequences. The quality of their explanations and connections in the organizer will show how well they grasp the cause-and-effect relationships.</p> <p><u>Feedback for Students:</u></p> <p><u>Rubric-Based Feedback:</u> Students will receive structured feedback through a rubric, which evaluates their performance on event identification, causes, effects, connections, reflection, and neatness. <u>Verbal Feedback in Discussion:</u> During the review and discussion, students will also get real-time verbal feedback to reinforce or correct their understanding.</p>
<p>Learning Extensions:</p>	<p>Ideas for extending the lesson or connecting to other curricular topics or lessons</p> <p>Display other related fiction and nonfiction books in the school library:</p>



Other Related Books in the School Library

- *A Shot in the Arm!* by Don Brown
- *Covid-19 Pandemic* by Kenny Abdo
- *Do No Harm: a painful history of Medicine* by Nick Arnold
- *Fever 1793* by Laurie Halse Anderson
- *Health Sciences: Exploring Career Pathways* by Diane Lindsey Reeves
- *Plague: Epidemics and Scourges through the Ages* by John Farndon and Illustrated by Venitia Dean
- *Tiny Killers: When Bacteria and Viruses Attack* by John Farndon, Illustrated by Venitia Dean
- *Understanding Viruses with Max Axiom* by Agnieszka Biskup
- *Wild Bird* by Diane Zahler

Wakelet used for planning:

<https://wakelet.com/wake/ALr8QavRHOU2CskMBwZvr>