



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):

8th Grade

Subject:

English Language Arts (ELA) & Social Studies

Length of Class:

60 minutes



Image Citation:

“File:Harriet Tubman 1895-Finish Color.jpg - Wikimedia Commons.” *Wikimedia.org*, 23 Oct. 2023, commons.wikimedia.org/wiki/File:Harriet_Tubman_1895-finish_color.jpg.

Lesson Title:	No Risk, No Reward
Overview:	Exploring taking risks and making bold decisions from a historical perspective and its impact on the present using <i>History Smashers: The Underground Railroad</i> .
Learning Objective:	<ol style="list-style-type: none"> 1. Students will gain an understanding of the historical context surrounding the Underground Railroad, including the social, political, and economic factors that contributed to its existence. 2. Students will develop skills in analyzing primary sources related to the Underground Railroad, allowing them to engage critically with historical documents, images, and narratives. 3. Students will explore themes of freedom, resistance, and human rights, as well as, taking risks, and making bold moves, as they relate to the experiences of enslaved individuals seeking freedom through the Underground Railroad. 4. Students will make connections between historical events of the Underground Railroad and contemporary issues related to race, equality, and justice.
Standards:	<p>ELA.8.AOR.1.1: Analyze how key elements contribute to the meaning of the text as a whole. -</p> <p>ELA.8.AOR.4.1: Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.</p> <p>ELA.8.AOR.5.1: Determine and explain how an author’s choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.</p> <p>ELA.8.AOR.5.2: Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author’s purpose in an informational text.</p> <p>ELA.8.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.</p> <p>ELA.8.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</p>
Essential Question:	<ol style="list-style-type: none"> 1. What were the origins of the Underground Railroad, its purpose, and how did it operate within a broader context of American history?

	<ol style="list-style-type: none"> 2. What roles did individuals like Harriet Tubman play in facilitating escape routes for enslaved people? 3. What obstacles did both escapees and those who assisted them encounter during their journeys? 4. In what ways did the Underground Railroad influence public opinion on slavery and contribute to abolitionist movements? 5. How can understanding this part of history inform our views on current social justice issues?
<p>Supporting Question(s):</p>	<ol style="list-style-type: none"> 1. Why do we take chances? 2. What happens when a big risk has a negative outcome? 3. Why do some people take risks while others choose to “play it safe”? 4. How have the risk takers of the past shaped the world we live in today?
<p>Digital Primary and Secondary Sources:</p>	<p>List primary and secondary sources and include links.</p> <ul style="list-style-type: none"> • Photo of African Americans in wagon and on feet, escaping from slavery. <ul style="list-style-type: none"> ○ https://www.loc.gov/item/98510370/ • Map showing the distribution of the slave population of the southern states of the United States. Compiled from the census of 1860 <ul style="list-style-type: none"> ○ https://www.loc.gov/resource/g3861e.cw0013200/ • Photo of \$200 Reward for Runaway Slave <ul style="list-style-type: none"> ○ https://www.loc.gov/item/2021769307/ • Magazine clipping of Fugitive Slave Law Article <ul style="list-style-type: none"> ○ https://history.iowa.gov/sites/default/files/primary-sources/images/history-education-pss-underground-fugitive-source.jpg • Newspaper clipping of Henry "Box" Brown Song and the Engraved Box, 1850 <i>Teacher could print article and have students analyze song and box illustration.</i> <ul style="list-style-type: none"> ○ https://history.iowa.gov/history/education/educator-resources/primary-source-sets/underground-railroad/henry-box-brown-song • My Bondage and Freedom by Frederick Douglass; 1855 <i>These are words written by a person who experienced slavery and students can get an insight on the thoughts and feelings of someone who experienced slavery. It is a fairly large read so would be best to have students read sections in groups. The teacher may have to help students with some of the language due to the time period written.</i> <ul style="list-style-type: none"> ○ https://avalon.law.yale.edu/19th_century/douglas01.asp

Required Classroom Materials:	<ol style="list-style-type: none"> 1. Copies of anchor text: <i>History Smashers: The Underground Railroad</i> (class set) 2. Computers/tablets with internet access 3. SMART Board for multimedia presentations and viewing other sources. 4. Chart paper. 5. Sticky notes 6. Highlighters 7. Digital and print primary and secondary sources related to the The Underground Railroad
Classroom Environment:	<p>To facilitate the book study and discussion the classroom will focus on the following:</p> <ol style="list-style-type: none"> 1. Clearly displayed guidelines for collaborative work 2. Clearly displayed classroom rules, guidelines, expectations, and procedures 3. Flexible seating 4. Designated reading areas 5. Technology integration with SMART Board and digital devices 6. Designated classroom library that will emphasize other texts related to The Underground Railroad 7. Ability to view both SMART Board and whiteboard
Differentiation and Adaptations:	<ol style="list-style-type: none"> 1. Visual Learners: provide graphic organizers and/or other visual aids to help students organize information. 2. Kinesthetic Learners: Provide opportunities for role play when applicable or incorporate gallery walks as an instructional/engagement strategy. 3. English Language Learners: Provide bilingual resources or translations of key vocabulary and other relevant texts. 4. Gifted Learners: Provide opportunities for independent research on topics related to the Underground Railroad and how this is currently impacting politics and other world views.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5-7 class periods	To complete the reading, discussion, and analysis of the Graphic Novel, as well as images associated with The Underground Railroad
10-15 minutes (Introduction to lesson/book study)	<p>I do: (Introduction to lesson/book study)</p> <ol style="list-style-type: none"> 1. Give students sticky notes. 2. Post picture of slaves escaping harsh conditions, underground railroad conductors, such as Harriet Tubman, etc. on SMART Board, ask students to jot down what they know or remember.

3. Use this as a springboard to introduce The Underground Railroad to the class.
4. Model how to analyze images using the think aloud method and focusing on the following:
 - Context
 - Perspective
 - Emotional impact
5. Advise students that they will explore themes of prejudice, discrimination, and the human condition as it is presented within the novel.

To help students with a deeper analysis and to encourage critical thinking, students will be asked all or combination of the following:

1. *What do you see?*
2. *What is the image about?*
3. *Are there people in the image? What are they doing? How are they presented?*
4. *Can the image be looked at in different ways?*
5. *How effective is the image as a visual message?*
6. *How is the image composed? What is in the background, and what is in the foreground?*
7. *What are the most important visual elements in the image? How can you tell?*
8. *How is color used?*
9. *Can the image be interpreted differently by various viewers?*
10. *What information accompanies the image?*
11. *Does the text change how you perceive the image? If so, how?*
12. *Is the textual information intended to be factual and informative, or does it aim to influence perception?*
13. *What context does this information provide? Does it answer questions like Where, How, Why, and For whom was the image made?*
14. *Where did you find the image? What information does the source provide about its origins?*
15. *Is this source reliable and trustworthy?*
16. *Was the image found in an image database, or was it used in another context to convey meaning?*

We do:

1. Read the novel within their predesignated collaborative reading groups. They will select an image and analyze based on their perceptions.
2. Students will complete graphic organizers, discussion questions, or analysis chart as a means of organizing their thoughts, promote engagement, and develop understanding of the graphic novel and share perspectives of the visuals.
3. Work as a group to create an infographic about The Underground Railroad, famous conductors, and other topics related to The

	<p>Underground Railroad. They will use one of the selected images to anchor their infographic.</p> <p>REPEAT until the novel and presentations are complete.</p>
	<p>You do:</p> <ol style="list-style-type: none"> 1. Read the graphic novel independently and complete their dialectical journals, to digest the material, summarize, clarify, make connections, and otherwise track their own thinking. 2. Students will use this graphic organizer in their reading groups to promote understanding. 3. Students will also use this time to work on their individual parts of the infographic.

<p>Assessments:</p>	<p>Assessments include:</p> <p>Checkpoints that emphasize basic comprehension questions:</p> <ul style="list-style-type: none"> • What was the primary purpose of the Underground Railroad? • Who were some key figures involved in the Underground Railroad, and what roles did they play? • Describe the methods used by those who operated the Underground Railroad to assist escaping slaves. • How did geography influence the operations of the Underground Railroad? • What challenges did escaping slaves face on their journey to freedom? • Explain how public perception of slavery influenced support for or against the Underground Railroad. • What role did abolitionist movements play in supporting the Underground Railroad? • In what ways did the Underground Railroad impact American society at large? • What new information did you learn from reading this book that you didn't know before? • How does this book challenge or confirm your previous knowledge about slavery and escape routes in America?
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	<ul style="list-style-type: none">• Discuss how illustrations or maps in “History Smashers: The Underground Railroad” enhance your understanding of the content.• If you were to recommend this book to a friend, what key points would you highlight about its content? <p>Final Project: students will create an infographic about events and people presented within the book and then present to the class. Each group will focus on different aspects of the book, characters, events. The groups will critique themselves. The audience also have a rubric/checklist and grade the presenters.</p> <p>The questions listed above will be disseminated through discussion, exit tickets, etc.</p>
<p>Learning Extensions:</p>	<ol style="list-style-type: none">1. Students can design their own “freedom quilts” using fabric or paper squares. Each square can represent a different aspect of the Underground Railroad, such as important figures (like Harriet Tubman), significant events, or symbols used in the escape process. This activity allows students to explore the cultural significance of quilts and how they were used as a form of communication among escaping slaves.2. Students can visit The International Museum of African American History in Charleston, South Carolina.3. Students can create maps that trace routes taken by escaped slaves on the Underground Railroad. They should include key locations such as safe houses and landmarks along the way. This activity integrates geography with history and helps students visualize the journey to freedom.4. Encourage students to write letters from the perspective of an escaped slave or an abolitionist during this period. These letters can express feelings about their experiences, hopes for freedom, and thoughts on societal issues related to slavery. This exercise promotes empathy and understanding of historical perspectives.5. Organize a debate on topics related to slavery and abolitionism—such as whether it was justified to break laws for moral reasons

	<p>(like aiding runaway slaves). This will help develop critical thinking skills while allowing students to engage with differing viewpoints from history.</p>
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