



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s): 7th grade

Subject: ELA

Length of Class: 1 hr.



Image Citation:

Photo collage created in Canva, the free graphic design tool, with images from Canva found by searching “Spanish Flu,” “Malaria,” “Smallpox,” “polio,” “plague,” and “pandemic” and the Library of Congress and a creative commons license picture at <https://jenikirbyhistory.getarchive.net/amp/media/polio-physical-therapy-723a7b>

LOC image: <https://loc.gov/pictures/resource/matpc.00822/>

Lesson Title:

Plagues & Pandemics: Reading to Understand Nonfiction Text

Overview:	Students will read excerpts from Kate Messner’s, History Smashers Plagues and Pandemics and primary sources from the Library of Congress to strengthen their critical reading skills in nonfiction.
Learning Objective:	STWBAT: Read and analyze information from various nonfiction sources and determine the meaning of unknown words to support comprehension.
Standards:	ELA.AOR.6 Summarize and paraphrase text to support comprehension and understanding. ELA.AOR.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases AASL:III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.
Essential Question:	Can I read nonfiction for comprehension?
Supporting Question(s):	Do I know the author’s purpose? Do I know the text structure? Can I use reading around the word, context clues, and stems to decode unknown words?
Digital Primary and Secondary Sources:	St. Louis Red Cross Motor Corps on duty Oct. 1918 Influenza epidemic. The Influenza Epidemic (James Hughes - interviewee & Jane K. Leary - author of dialog) Interior of Red Cross House #16 (image)
Required Classroom Materials:	History Smashers: Plagues and Pandemics by Kate Messner Student Chromebooks or access to the internet Analyze a Photograph organizer AVID Vocabulary Awareness Chart 4 C’s Nonfiction Text Organizer OR Analyze a Written Document organizer
Classroom Environment:	Students are arranged in pairs or small groups of three facing the Viewboard. they will work independently and within those groups while discussing the images.

	<p>Students will also work in small groups on the analyzing component of the lesson. Those groups can stay the same or become “expert” groups and move into a different group for the reading activity.</p> <p>Students will work together to analyze the information provided, complete their vocabulary chart, and write a summary statement.</p>
Differentiation and Adaptations:	<p>The teacher will utilize various resources and strategies to engage learners, ranging from photographs to chunked reading passages. Students will be asked to think critically, discuss with their peers, record their findings, and use graphic organizers to help them track their learning. In addition, students will be asked to share their results with the class.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 min	<p>Picture from LOC - St. Louis Red Cross Motor Corps on Duty</p> <ol style="list-style-type: none"> a. What do you see? b. What do you think is happening? <p>Students will use Analyze a Photograph organizer while they observe</p> <ol style="list-style-type: none"> c. Students will share their observations
10-15 min	<p>Vocabulary Awareness Chart</p> <ol style="list-style-type: none"> a. New words can be introduced prior to reading: microbes, World Health Organization, quarantine, pandemic (from Ch. 7) b. Students will track unknown words as they read
20-25 min	<p>Reading Activity (Teacher will chunk the information for students to study within their groups or create expert groups):</p> <ol style="list-style-type: none"> 1. The Influenza Epidemic (James Hughes - interviewee, Jane K. Leary - author of dialog) 2. Kate Messner Plagues & Pandemics Ch.7, beginning on page 116 and using the picture on page 125 3. Interior of Red Cross House at U.S. General Hospital #16 <ol style="list-style-type: none"> a. Establish a purpose for reading (Provide a summary) b. Annotate c. What do we see & what do we think is happening? d. The 4 C’s Nonfiction Text Organizer OR Analyze a Written Document (Help students organize their thinking)
15 min.	<p>Share out & Debrief</p> <ol style="list-style-type: none"> A. Each group will present their summary statement to reflect what they have learned

	B. Summary statements should be written and posted for everyone to see
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Assessments:	<p>Informal Evaluation Tasks: Observations from the introduction picture, student’s sticky notes, and the Vocabulary Awareness Chart</p> <p>Formal Evaluation Tasks: Student Summary Statements</p> <p>The evaluation tasks allow the teacher to see if a student understands what they are reading through their observations, either verbal or written. The evaluation tasks will show student’s learning by achieving mastery on their summary statements: use vocabulary correctly, Summary Statement contains the central idea(s), and their verbal presentation. Students will receive anecdotal feedback during the learning process and the teacher can pull small groups or individual conferences to discuss the summary statement.</p>
Learning Extensions:	<p>ELA.C.2 Write informative/expository texts to analyze and explain complex ideas and information</p> <p><u>PROFILE OF A SOUTH CAROLINA GRADUATE COMPETENCIES</u></p> <p>READ CRITICALLY: I can make meaning from diverse media to better understand the world around me.</p> <p>1.1 Choose and apply strategies to make meaning</p> <p>1.2 Evaluate the main ideas or themes</p> <p>1.3 Evaluate context, point of view, and purpose</p> <p>EXPRESS IDEAS: I can communicate through diverse formats for a range of purposes and audiences.</p>

2.3 Choose and develop my message

INVESTIGATE THROUGH INQUIRY I can explore questions and build knowledge through inquiry.

3.1 Frame a research question

USE SOURCES: I can assess the credibility of sources and synthesize my new learning to build knowledge.

5.1 Select and contextualize sources

5.2 Use systems to organize information gathered

5.3 Synthesize multiple sources

Students can research a disease or plague of their choice to conduct research and write an informative/expository text describing what they have learned. This can be modified into a presentation, brochure, commercial, etc.

AASL Standards

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.