



# 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):** 4th Grade

**Subject:** Social Studies

**Length of Class:** eight 30 minute class periods (estimated)

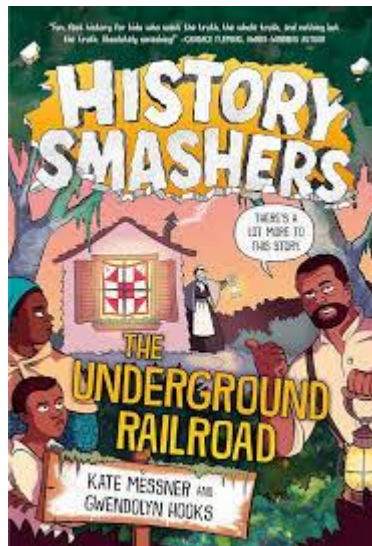


Image Citation: <https://www.amazon.com/History-Smashers-Underground-Kate-Messner/dp/0593428943>

<b>Lesson Title:</b>	True Stories of the Underground Railroad
<b>Overview:</b>	Students will create a quilt based on the escape of a person that had been enslaved.
<b>Learning Objective:</b>	Students will be able to summarize a historical account of an escape in their own words. Students will be able to use the summary to create pictures on a quilt that accurately represent the escape from slavery.
<b>Standards:</b>	Standard 4: Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870. 4.4.P Explain how emancipation was achieved as a result of civic participation. This indicator was developed to prompt inquiry into the role abolitionists played in influencing public opinion and urging policymakers to protect natural rights, which led to emancipation.
<b>Essential Question:</b>	How did abolitionists assist people in escaping slavery?
<b>Supporting Question(s):</b>	What is a primary source? How do you summarize primary sources? What was the importance of quilting during this time period?
<b>Digital Primary and Secondary Sources:</b>	<a href="#">The underground rail road. A record of facts, authentic narratives, letters, &amp;c., narrating the hardships, hairbreadth escapes and death struggles of the slaves in their efforts for freedom, by William Still</a> <a href="#">Underground Railroad</a> slides
<b>Required Classroom Materials:</b>	<i>Show Way</i> by Jacqueline Woodson <i>History Smashers: Underground Railroad</i> by Kate Messner <a href="#">Quilt template</a> Highlighters Crayons/Markers Printed images of primary source document
<b>Classroom Environment:</b>	In the classroom, students sit at individual desks in a group, while in the media center, they are grouped at tables. Primary source documents will be displayed on a Mimio board, and printed copies will be distributed for group discussions.

<b>Differentiation and Adaptations:</b>	This lesson can be adapted for diverse learners by incorporating one-on-one interactions between the teacher and students who are struggling to summarize the primary document. The teacher will demonstrate with the whole class how to summarize the document, highlighting unfamiliar words and researching their definitions. Gifted and talented students can extend the activity by summarizing a different passage and creating a picture book to retell the story.
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<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b>	<b>Detailed Description of Teaching and Learning</b>
Day 1: 45 minutes	Classroom Lesson 1: Overview of Underground Railroad (slides) and read aloud Show Way
Day 2: 30 minutes	Library Lesson 1: Introduce History Smashers: Underground Railroad read pages eBook version 107-111 with the account of Henry Box Brown, display the primary source document to compare actual story with the author's account, image 61-62 of book by William Still, read pages eBook version 121-123 detailing history behind coded quilts, introduce students to project of summarizing historical account and then recreating the story in a quilt.
Day 3: 30 minutes	Classroom or Library: Summarize image 63-68 of book by William Still. Model with the class how to summarize the first paragraph. Divide class into pairs and give each pair a paragraph to summarize. Help one on one as needed.
Day 4: 30 minutes	Classroom or Library: Continue summarizing the story. Help as needed
Day 5: 30 minutes	Classroom or Library: Ask each group to read aloud their paragraph summary. Put the story together.
Day 6: 30 minutes	Classroom or Library: Students begin retelling the story by drawing on a quilt template.
Day 7: 30 minutes	Classroom or Library: Continue working on quilt template.
Day 8: 30 minutes	Classroom or Library: Complete quilt template. Display work in the hallways with a written summary of the account.

<b>Assessments:</b>	Informally, students will be asked questions during group discussion to clarify their
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	<p>understanding of primary/secondary sources and the content of the primary source account.</p> <p>Formally, students will be evaluated on their understanding of the Underground Railroad during the unit test administered at the conclusion of the unit.</p>
<b>Learning Extensions:</b>	<p>Students could create a picture book based on other escape accounts.</p>