

**UofSC TPS Project
Lesson Plan Template**

School:	Lugoff-Elgin Middle School	Author(s): Emily Baccomo and Keyes Wheeler
Course: South Carolina History	Grade Level(s): 8th	
Length of Class: 55 minutes	Number of Students: varies	



Delano, J., photographer. (1940) A cafe near the tobacco market, Durham, North Carolina. United States Durham North Carolina, 1940. May. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2017747555/>.

Lesson Title:	Making Connections: Identifying Common Themes from Primary Sources
Overview:	Students will be presented with a variety of primary sources from the modern Civil Rights movement, with a focus on segregation and Jim Crow, to determine common themes.
Learning Objective:	Students will analyze primary sources to identify a common theme. Students will reference evidence from images to answer how courage is being displayed.
SC Social Studies College and Career-Ready Standards:	CX: Context- Explain how historical themes are used to determine context when analyzing significant events. To demonstrate their ability to use context, students should: <ul style="list-style-type: none"> identify and describe a historical theme. E: Evidence- Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry based study of history. To demonstrate their ability to use evidence in the study of history, students should: <ul style="list-style-type: none"> engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.
Essential Question:	How can you identify a theme from primary sources?
Supporting Question(s):	Analyze the primary sources. What stands out to you?

	<p>What do you have a question about?</p> <p>What feelings do the primary sources show?</p> <p>What feelings do the primary sources make you have?</p> <p>List adjectives that describe those feelings.</p> <p>What is/are the common themes of the documents?</p>
Digital Primary and Secondary Sources:	<p>Trikosko, M. S., photographer. (1963) Demonstrators marching in the street holding signs during the March on Washington, / MST. Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2013647400/.</p> <p>(1913) For the sunny South. An airship with a "Jim Crow" trailer. United States, 1913. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2002720354/.</p> <p>The Washington times. [volume] (Washington [D.C.]), 22 Feb. 1915. Chronicling America: Historic American Newspapers. Lib. of Congress. https://chroniclingamerica.loc.gov/lccn/sn84026749/1915-02-22/ed-1/seq-6/</p> <p>Delano, J., photographer. (1940) At the bus station in Durham, North Carolina. United States Durham North Carolina, 1940. May. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2017747598/.</p> <p>Delano, J., photographer. (1940) A cafe near the tobacco market, Durham, North Carolina. United States Durham North Carolina, 1940. May. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2017747555/.</p> <p>Wolcott, M. P., photographer. (1939) Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi. United States Mississippi Belzoni Mississippi Delta, 1939. Oct.?. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2017754826/.</p> <p>Richmond planet. [volume] (Richmond, Va.), 15 Sept. 1900. Chronicling America: Historic American Newspapers. Lib. of Congress. https://chroniclingamerica.loc.gov/lccn/sn84025841/1900-09-15/ed-1/seq-8/</p> <p>Jim Crow. Sold wholesale and retail by L. Deming, at the sign of the Barber's pole Hanover St., Boston, and at Middlebury, Vt. Monographic. [Online Text] Retrieved from the Library of Congress, https://www.loc.gov/item/amss.as106690/.</p> <p>Films Media Group. (2014). Films Media Group. (2014). Rosa Parks: African Americans who left their stamp on history [H.264]. Available from . Learn360. Retrieved November 15, 2021, from https://learn360.infobase.com/titles/129520/segments/457709?</p>
Required Classroom Materials:	<ul style="list-style-type: none"> ● Interactive Board ● Chart Paper ● Copies of Primary Sources (Taped to chart paper) ● Markers (various colors)
Classroom Environment:	<ul style="list-style-type: none"> ● Students should be grouped into learning pods ● Chart paper taped on the wall around the room
<p>Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.</p>	

%	Independent reading	%	Partner work	%	{Add your own}
15%	Independent writing	25%	Group work	%	{Add your own}
25%	Direct Instruction by teacher	10%	Video	%	{Add your own}
25%	Engaging in whole group discussion	%	{Add your own}	%	{Add your own}

Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
10 minutes	Teacher will activate prior knowledge by reviewing Jim Crow Laws and Segregation with students. <i>Show video from Learn360 on Jim Crow Laws (Segment 2)</i>
5 minutes	Discuss how primary and secondary sources can offer insight from historical time periods or events, and allow us to find common themes.
5 minutes	Group students into pairs or small groups depending on class size. Explain how students will participate in a Gallery Walk of primary sources which relate to segregation and Jim Crow. Model for students on how to circulate the room, and how to use supporting questions to jot words, thoughts, or feeling on the chart paper.
15 minutes	Students will participate in the Gallery Walk, spending no more than 2 minutes at each location. Students should analyze primary sources by using the supporting questions to guide discussion.
10 minutes	Discuss common themes/feelings that were identified from the primary sources with the class. Based on class observations, identify the common theme.
10 minutes	Closure: Have students select 1 primary source used in the activity, and have them write their personal response to that source, and how it connects to this time period.

Homework for Tomorrow
Teacher will provide students with another set of primary sources for students to identify a theme.
Assessments
The teacher will evaluate students' personal responses to the lesson, how and what was cited as evidence of themes derived from analyzing provided primary sources. These themes should connect to historical facts

from segregation and Jim Crow Laws. The teacher may also want to evaluate what groups recorded during the Gallery Walk activity (notate group colors).

Learning Extensions

Students could locate primary sources which share a common theme through the Library of Congress on a different topic. Students could then present to the class the sources they found and their connection.

Adaptations

Virtual Learners: Teacher can add the primary sources to a Google Jamboard allowing for digital collaboration.

Kinesthetic Learners: Provide primary source sets to students. Have students group and manipulate resources to show common theme.