



ALBUM [LESSON PLANS FOR LIFT MORE VOICES: INTEGRATING THE ARTS & LITERACY](#)

Album Description

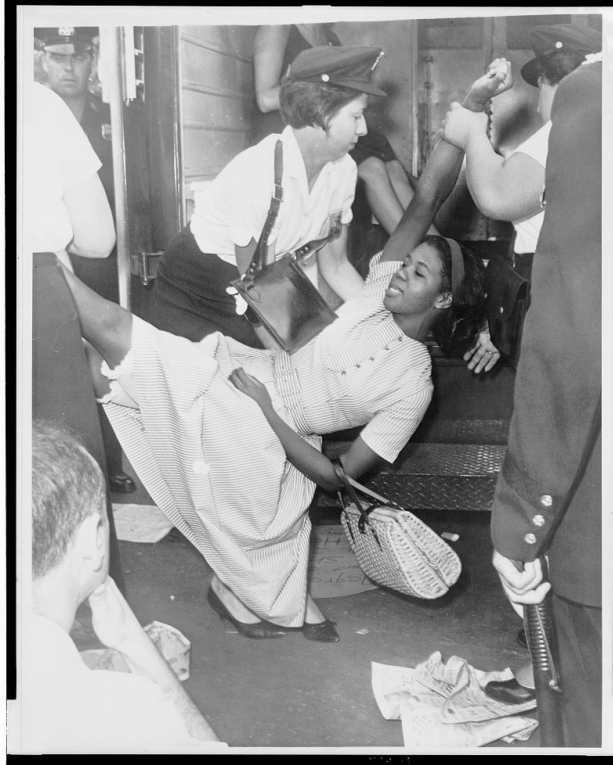
“Lift More Voices: Integrating the Arts & Literacy to Engage Culturally & Linguistically Diverse Students” was a TPS Eastern Region funded project for pre-service teachers who were enrolled at Bronx Community College (CUNY), a public institution in New York City. The main objective was to explore the curriculum planning of pre-service teachers to understand how they could use primary sources to align the arts to their K-12 literacy lessons.

In the spring of 2022, forty preservice teachers were in two asynchronous methods courses taught by Dr. Elise Langan, in collaboration with Dr. Salika A. Lawrence and regional arts organizations, e.g., the New-York Historical Society. Four pre-recorded OnDemand workshops helped the pre-service teachers with curriculum planning. The workshops focused on curriculum development and integrating the arts into lesson plans. All workshops demonstrated the use of primary sources from the Library of Congress and other arts organizations.

The sample lesson plans in this album were selected for their diverse topics and originality. All lessons meet grades 6-12 curriculum standards. Students were given the option of translating their lesson plans into Spanish to earn extra credit.

[6 - 8](#) [9 - 12](#) [English/Language Arts](#) [Social Studies/History](#) [Bilingual Education/ESL](#) [pre-service teachers](#) [curriculum](#)

**AFRICAN AMERICAN WOMAN BEING CARRIED TO POLICE PATROL WAGON DURING
DE RK**



Teaching Notes:

To access each complete Civil Rights Movement Lesson Plan, click on:

- [English version](#)
- [Spanish version](#)

Reference Link: <http://www.loc.gov/item/2004676670/>

Created / Published

- 1963.

Genre

- Gelatin silver prints--1960-1970

Notes

- - Title devised by Library staff.
- - NYWT&S staff photograph.
- - Date stamped on verso: Aug 20 1963.



- - Forms part of: New York World-Telegram and the Sun Newspaper Photograph Collection (Library of Congress).
- - Published in: "African Americans" chapter of the ebook Great Photographs from the Library of Congress, 2013.
- - pp/rfcr

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<http://hdl.loc.gov/loc.pnp/pp.print>

Digital Id

- cph 3c34715 <https://hdl.loc.gov/loc.pnp/cph.3c34715>



CIVIL RIGHTS LESSON PLAN - ENGLISH VERSION

Teaching Notes:

This is the English version of the Civil Rights Movement Lesson Plan written for 10th grade. It can be amended for other grade levels.

[9 - 12](#)

[Bilingual Education/ESL](#)

[Social Studies/History](#)

[Civil Rights](#)



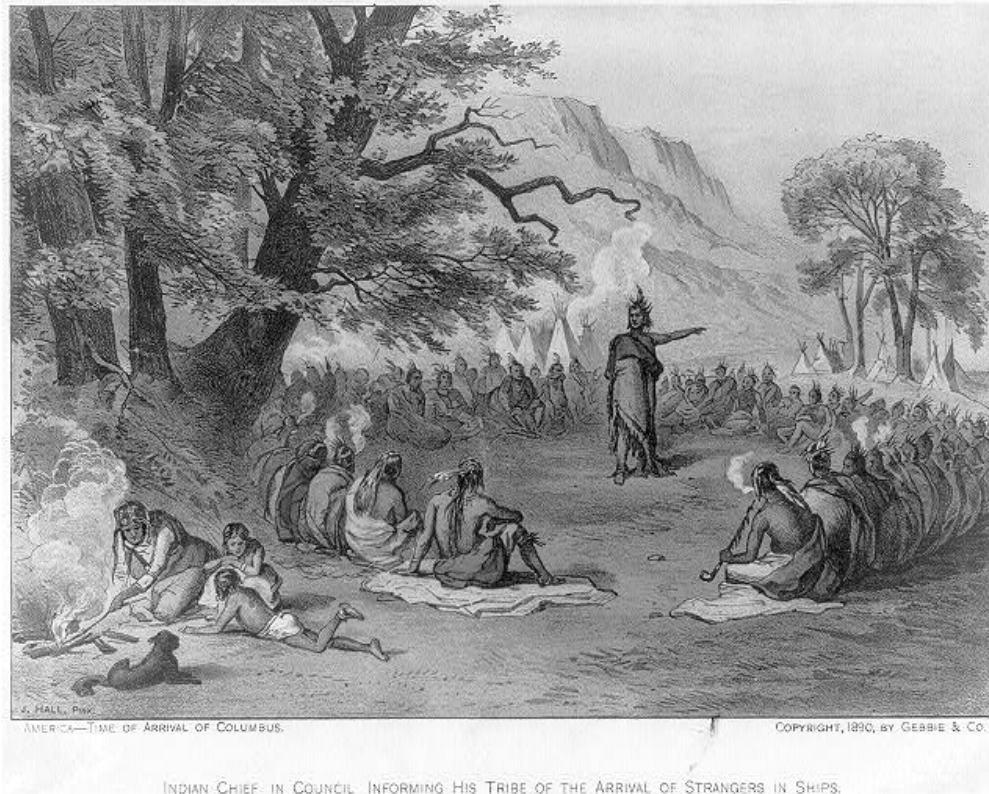
CIVIL RIGHTS LESSON PLAN - SPANISH VERSION

Teaching Notes:

This is the Spanish version of the Civil Rights Movement Lesson Plan written for 10th grade. It can be amended for other grade levels.

[Social Studies/History](#) [Civil Rights](#) [9 - 12](#) [Bilingual Education/ESL](#)

INDIAN CHIEF IN COUNCIL INFORMING HIS TRIBE OF THE ARRIVAL OF STRANGERS IN



Teaching Notes:

Click on [Columbus and the Taino](#) to access the complete lesson plan.

Reference Link: <http://www.loc.gov/item/2003680405/>

Created / Published

- c1890.

Notes

- - Color lithograph copyrighted by Gebbie & Co. - J. Hall, Pinx.
- - This record contains unverified, old data from caption card.
- - Caption card tracings: Artists, Publ. Index (2); US Hist.; Indians Councils; Shelf.

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Digital Id

- cph 3a46186 //hdl.loc.gov/loc.pnp/cph.3a46186



COLUMBUS AND THE TAINOS LESSON PLAN

Teaching Notes:

This lesson plan was written for 7th graders. However, it could be amended for other grade levels.

Objective: Students will be able to use close reading/annotating strategies to analyze primary and secondary sources to understand the motivation for and effects of Columbus' exploration.

[6 - 8](#) [Columbus](#) [Social Studies/History](#) [English/Language Arts](#) [geography](#) [middle grades](#)



Teaching Notes:

This lesson is written for ninth-grade Language Arts but can be amended for other levels.

Please click on [Finding the Main Idea through Song Lyrics](#) to access the complete lesson plan.

Reference Link: <http://www.loc.gov/item/ihms.100008071/>

Created / Published

- M. Witmark & Sons, New York, 1903.

Repository

- Music Division



FINDING THE MAIN IDEA THROUGH SONG LYRICS

Teaching Notes:

This lesson plan is written for 9th grade English Language Arts, but it can be amended for other grade levels.

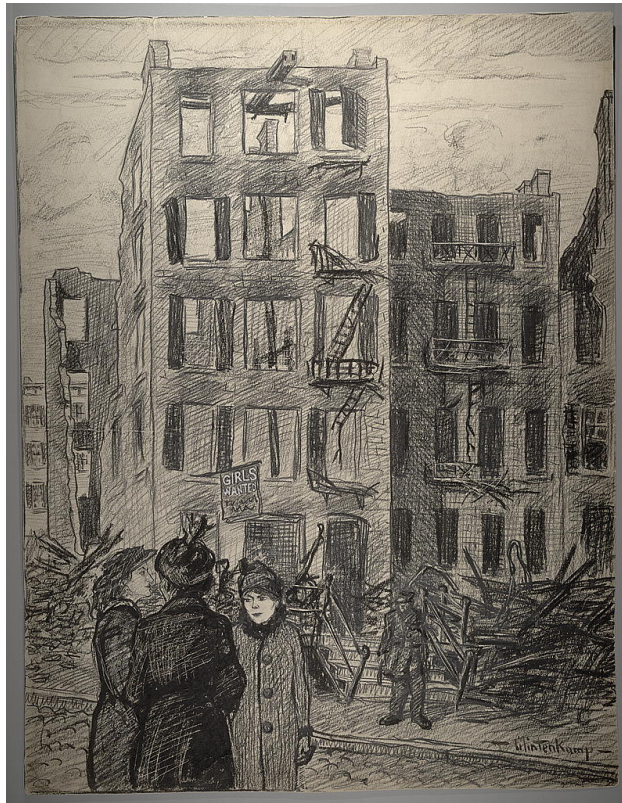
[9 - 12](#)

[English/Language Arts](#)

[Bilingual Education/ESL](#)

[Literacy](#)

[Music](#)



Teaching Notes:

Please click on [Triangle Shirtwaist Factory & U.S. Labor Movement](#) to access the complete lesson

Reference Link: <http://www.loc.gov/item/97518221/>

Summary

- Three women standing across street from the burned-out shell of a building from which hangs the sign, "Girls wanted." A policeman stands guard in front of the ruins.

Created / Published

- [1916]

Notes

- - Title from item.
- - Signed in ink lower right.
- - Published in: The Masses, v. 8 (1916 February), p. 9.
- - (DLC/PP-1997:015.3349).
- - Forms part of: Ben and Beatrice Goldstein Foundation collection.
- - Reprinted in Art for The Masses (1911-1917): A radical magazine and its graphics / Rebecca Zurier. New Haven: Yale University Art Gallery, 1985, p. 90.



- - Exhibited: "Symbolic of the Triangle Waist Fire," in "The Artists' Response to Political and Social Issues" an exhibit organized by Ben Goldstein, 1971.
- - Exhibited: "Life of the people: realist prints and drawings from the Ben and Beatrice Goldstein Collection, 1912-1948" at the Library of Congress, 1999.
- - Exhibited: "From Haven to Home : A Library of Congress Exhibition Marking 350 Years of Jewish Life in America" at the Marcus Center of the American Jewish Archives, Cincinnati, Ohio, 2005.

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<http://hdl.loc.gov/loc.pnp/pp.print>

Digital Id

- ppmc 01016 //hdl.loc.gov/loc.pnp/ppmc.01016
- cph 3g05712 //hdl.loc.gov/loc.pnp/cph.3g05712
- cph 3c19277 //hdl.loc.gov/loc.pnp/cph.3c19277



TRIANGLE SHIRTWAIST FIRE & THE U.S. LABOR MOVEMENT

Teaching Notes:

This lesson is written for 8th graders but can be amended for other levels.

[6 - 8](#)

[9 - 12](#)

[Social Studies/History](#)

[Labor Movement](#)

[Working conditions](#)



Teaching Notes:

To access the complete lesson plan, click on: [Women's Fashion Lesson Plan](#)

Reference Link: <http://www.loc.gov/item/afcwip001785/>

Created / Published

- 1994-08-15

Genre

- Ethnography
- Photographs

Notes

- - Forms part of a group of images documenting scenes at the dress shop on the second floor of Elsa's Wholesale & Retail on 21st Avenue, Paterson.

Repository

- American Folklife Center

Digital Id

- <http://hdl.loc.gov/loc.afc/afcwip.mcc03001>



WOMENS FASHION LESSON PLAN .PDF

Teaching Notes:

This lesson plan was written for grades 6-12 but can be amended for other grade levels. [At Elsa's Fashions](#) in this album is one possible Library of Congress photograph that might be used with this lesson.

Specific learning goals for this lesson include the following options:

- Students will be able to analyze women's fashion from various ethnic backgrounds using primary sources.
- Students will be to compare and contrast women's fashion from various ethnic backgrounds using primary sources
- Students will be able to differentiate women's fashion from various ethnic backgrounds in the past and the present.



Teaching Notes:

This image comes from the New-York Historical Society's [Women and the American Story](#) website. It is located on the page [Activist Art on the World Stage](#), and it pictures a sculpture created by Harlem Renaissance sculptor Augusta Savage for the 1939 World's Fair.

This image can be used as a resource for the lesson plan, [Art as Activism](#).



ART AS ACTIVISM LESSON PLAN.PDF

Teaching Notes:

This lesson is written for grades 4 and 10 but can be amended for other levels.

Specific learning goals include the following:

- Grades 4 & 10 students will be able to determine how and why art has been used as a form of activism throughout the 20th century.
- Grades 4 & 10 students will identify different mediums artists used to respond to world events and social issues in the 20th century.
- Grades 4 & 10 students will gain a deeper understanding of history by analyzing art through image based inquiry.

Teaching Notes:

Following are pre-service teachers' reflections on the lesson plan drafting process. PSTs were required to submit a video of themselves teaching a section of their lesson plans. Since the course was asynchronous, PST's demonstrated their lessons to volunteer family members and friends while recording:

1. Each lesson plan draft felt different. From the first one to the last one, I felt that I was inputting new information each time. I learned that it is super important to be specific in the lesson plan and putting what will be done step by step. Each lesson plan draft felt different. From the first one to the last one, I felt that I was inputting new information each time. I learned that it is super important to be specific in the lesson plan and putting what will be done step-by-step.
2. I just made a lesson plan that was pointing me in the direction and I'd do the rest when I was in front of the classroom. I thought this was okay based off my experience working at an afterschool program. That isn't good lesson planning. With the help of Professor Langan's feedback, I was able to understand part by part of what I was missing in my lesson plan. My next draft, I had to do my research and find exactly what I would plan to teach the children. My next error was assuming that students would learn the material by the end of my teaching. In my lesson plan, I didn't think of a "what if."
3. I learned that I can never assume that students learned material that was just covered without actual evidence of this. I had to think of how I would enhance my lesson plan to show me that the students understood the lesson. I also had to think of what do I do if students do not understand the lesson; that is how I bettered my third lesson plan draft. I had to think more deeper into what if I had IEP or ESL students in my classroom. I had to think more about what if some students understood the lesson better than others.
4. I had to remember that I am teaching a lesson that they have never been taught before. I had to remember that I needed to think of all the possible confusions or questions they may ask and be able to provide them with more material if that came up. I went deeper with each lesson plan that I created. It made me notice the growth in creating my lesson plans and how much detail is needed to be successful in teaching students. I have learned that a strong lesson plan is very important to being a strong teacher.
5. At first, I wasn't sure what a Common Core standard was or how to find it, but I did learn from the provided information how to do so. In the second draft, I was understanding a bit more about the process of a lesson plan but it wasn't exactly clicking until I got to the third draft and received extra help from the professor. She opened my eyes into realizing what a child might be thinking or what a child might say. Now I'm actually going back to my younger self and reflecting on a child's mindset in order to create lesson plans.

