

# Standards-Aligned Lesson Plan

## Middle School English/Language Arts: Aileron Sculpture (Nashville, TN)

*Developed in partnership with the  
Metropolitan Nashville Arts Commission.*

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## Planning for a Common Core State Standards Lesson

<b>Lesson:</b> Which idea convinces me?	<b>CCSS Domain(s):</b> ELA-Literacy (Writing) ELA-Literacy (Reading Informational Texts)	<b>Date:</b>
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<b>Estimated Time for Lesson:</b> 50 minutes	<b>Grade/Subject:</b> 7 <sup>th</sup> Grade/ELA
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Standard(s) the lesson addresses	Assessments of standards	
Standard(s)	Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be formatively assessed through discussion in whole group and small group</li> </ul>	<ul style="list-style-type: none"> <li>• Students will provide evidence of thorough analysis through the use of a rubric</li> </ul>
<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will code the text(s)/graphics for sound reasoning and relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Students will choose the artist who will complete this project based on the proposal with the most sound reasoning and relevant evidence</li> </ul>
<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be formatively assessed through discussion in whole group and small group</li> <li>• Students will choose whether to write a letter to the accepted artist or the rejected artist and give text-based reasons for acceptance or rejection</li> </ul>	<ul style="list-style-type: none"> <li>• Student letters will be assessed using the artist letter rubric</li> </ul>
<b>Clear Learning Targets</b>	<b>“I can” statements:</b> <ul style="list-style-type: none"> <li>• I can compare ideas from two artist proposals to determine which proposal makes the most sense and uses the best examples to convince me.</li> <li>• I can write a response letter, explaining to the artist why his proposal was or was not chosen.</li> </ul>	
<b>New Learning</b>	<ul style="list-style-type: none"> <li>• Vocabulary--aileron, proposal,</li> <li>• Concepts—Arts Council—what they do, how they function, what is their role in our community?</li> <li>• Skills—analyzing text for sound reasoning and quality of information, such as relevant evidence</li> </ul>	

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<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• Teacher will model analysis of one proposal, marking the text and completing the evaluation rubric.</li> <li>• Students will work in groups to set goals for group participation and work together reading, coding, and evaluating the text.</li> <li>• Students will use a graphic organizer to complete the summative assignment of a response letter to an artist.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Visual—map of McCabe Park</li> <li>• Artist Proposals—Michael Dillon, Chris Fennell, David Landis, and Jim Collins</li> <li>• Highlighters</li> <li>• Group goal sheet</li> <li>• Rubrics for artist proposals (evaluation rubric)</li> <li>• Graphic organizer for student letter</li> <li>• Evaluation rubric also used to score student letters</li> <li>• Reflection exit ticket (on back of goal sheet)</li> </ul>

**Cross-curricular Connections:** There is a strong connection between this ELA lesson and the following 7<sup>th</sup> grade Visual Arts Standards:

3.2 Demonstrate knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.

3.3 Reflect on the effective use of subject matter, symbols, and ideas.

<b>Framing the Lesson (5 minutes)</b>	
<ul style="list-style-type: none"> <li>• Facilitate a discussion of the importance of art in everyday life. Ask students what they would consider a visual representation of something important to them. Consider the importance of instagram and snapchat in terms of those tools assist in the development of the visual landscape of their lives.</li> <li>• Continuing the social media conversation, ask students to articulate what makes something appealing on instagram or snapchat. In other words, what makes you “like” a post or not? That is the way we will be viewing our texts today.</li> <li>• Depending on the kind of reading and writing the students have been involved in, the teacher can connect that writing to the comparison and response the students will engage in during this lesson.</li> <li>• Announce the purpose of the lesson through the explanation of “I Can” statements.</li> </ul>	
<b>Instruction (40 minutes)</b>	<b>Anticipated learning difficulties*</b>
<ol style="list-style-type: none"> <li>1. Teacher will guide the students through one artist proposal (Michael Dillon’s), making notes and thinking aloud.</li> <li>2. Teacher will guide the process of scoring the proposal using the rubric.</li> <li>3. Students will be asked to examine another proposal of their choice, making notes as they read.</li> <li>4. Students will work in groups based on the artist chosen, and will first set goals for group participation, then look at the proposal again, specifically marking elements of the proposal that make it more appealing.</li> </ol>	<p><i>Anticipated learning difficulties students may have.</i></p> <hr/> <p><b>Student prompting*</b></p> <p><i>Ways to help students move through the task.</i></p>

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<ol style="list-style-type: none"> <li>5. Students will score the proposal using the rubric, but must come to a consensus before assigning a final score.</li> <li>6. Working individually, students will decide which proposal has received a better rubric score to determine which proposal is selected.</li> <li>7. Students will then complete the graphic organizer for the letter they will be writing to the selected or rejected proposal.</li> <li>8. Students will use the information on the graphic organizer to compose a letter.</li> </ol>	
<b>Set (2 minutes)</b>	
<p>You are the president of an Arts Council, and you get to decide which artist's project gets selected. An Arts Council is an important part of a community because it reflects the culture of a community and can serve as an important source of historical context for a community. As the president of your local arts council, you have identified a location for a historical piece of art in McCabe Park. There are four artist proposals, but you will be analyzing two. Through this selection process, you will show that you can compare ideas to determine which one makes the most sense, and then you will be able to write a letter to the artist explaining why his proposal was or was not chosen.</p>	
<b>Guided practice (5 minutes)</b>	
<ul style="list-style-type: none"> <li>• Teacher will guide the students through one artist proposal (Michael Dillon's), making notes and thinking aloud.</li> <li>• Teacher will guide the process of scoring the first proposal using the rubric.</li> </ul>	
<b>Questioning: Illuminating Student Thinking</b>	
<b>Assessing Questions*</b>	<b>Advancing Questions*</b>
<ul style="list-style-type: none"> <li>• <i>Base closely on the work student has produced;</i></li> <li>• <i>Clarify what the student has done and what the student understands about what s/he has done;</i></li> <li>• <i>Provide information to the teacher about what the student understands.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use what students have produced as a basis for making progress toward target goal;</i></li> <li>• <i>Move students beyond their current thinking by pressing students to extend what they know to a new situation;</i></li> <li>• <i>Press students to think about something they are not currently thinking about.</i></li> </ul>
<b>Independent practice (42 minutes)</b>	
<ol style="list-style-type: none"> <li>1. Students will be asked to examine another proposal of their choice, making notes as they read.</li> <li>2. Students will work in groups based on the artist chosen, and will first set goals for group participation, then look at the proposal again, specifically marking elements of the proposal that make it more appealing.</li> <li>3. Students will score the proposal using the rubric, but must come to a consensus before assigning a final score.</li> <li>4. Working individually, students will decide which proposal has received a better rubric score to determine which proposal is selected.</li> <li>5. Students will then complete the graphic organizer for the letter they will be writing to the selected or rejected proposal.</li> <li>6. Students will use the information on the graphic organizer to compose a letter. For students who progress at different rates, the letter may be submitted at the end of class today, or the beginning of class tomorrow.</li> </ol>	
<b>Lesson Closure (3 minutes)</b>	

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- Rate the level of mastery of “I Can” statements.
- Reflect and self-assess identified group goals.
- Based on formative assessments of student discussions and summative assessments of graphic organizer and response letter, determine a starting point for next lesson.

### Homework

- Response letter may be completed as homework and turned in the following class day.

### \*Differentiated Instruction:

- *ELL Modifications: How will I provide access to the academic content and/or make modifications for the student whose primary language is one other than English?*
- *SPED Modifications How will I provide access to the academic content and/or make modifications for the student who has an IEP?*

### \*Reflection

- *Reflection on planning and delivery of lesson- How will I connect tomorrow’s instruction with this lesson? How should I modify this lesson the next time it is taught?*

### Appendices

- Lesson plan
- Evaluation rubric
- Graphic Organizer
- Group goal sheet
- Exit ticket reflection activity

\*These items will be based on teacher knowledge of students, teacher perceptions, and identified student needs.

Web page link for the video:  
"Aileron Proposal"

<https://www.youtube.com/watch?v=A5J2Mj2lX9U&feature=youtu.be>

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Rubric for **group** analysis of artist proposal

Student name: \_\_\_\_\_

Artist name: \_\_\_\_\_

	Highly effective	Effective	Not effective
Claim	<ul style="list-style-type: none"> <li>• Claim is clearly stated in a compelling way</li> <li>• There is no unclear or unnecessary language within the claim</li> <li>• I could paraphrase this claim without much thought because it is so clearly stated</li> </ul>	<ul style="list-style-type: none"> <li>• Claim is clearly stated</li> <li>• If there is unnecessary language in the claim, I can still understand it</li> <li>• I could paraphrase this claim, but I may have to think about it because of unclear wording in the claim</li> </ul>	<ul style="list-style-type: none"> <li>• Claim is not clearly stated</li> <li>• Unnecessary and unclear language make it hard to identify the claim</li> <li>• I could not paraphrase this claim because it is not clearly stated</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• Evidence used to support the claim is stated in a compelling way</li> <li>• All the evidence included supports the claim, and does not include irrelevant information</li> <li>• The evidence is listed in an order that seems logical, and is easy to discern</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence clearly supports the claim</li> <li>• Most of the evidence included supports the claim and does not include irrelevant information</li> <li>• The evidence is listed in a logical order</li> </ul>	<p>Evidence does not support the claim</p> <ul style="list-style-type: none"> <li>• The evidence included does not support the claim and includes irrelevant information</li> <li>• There is no logical order to the evidence included</li> </ul>
Reasoning	<ul style="list-style-type: none"> <li>• Reasoning is explained as clearly as it can be, leaving no question in the reader's mind</li> <li>• Reasoning builds on the evidence included</li> <li>• Reasoning adds to the overall effect of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning is clearly stated</li> <li>• Reasoning is connected to the evidence included</li> <li>• Reasoning does not detract from the overall effect of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning is unclear</li> <li>• Reasoning is not connected to evidence</li> <li>• Reasoning detracts from the overall effect of the text</li> </ul>
Quality of writing	<ul style="list-style-type: none"> <li>• Writing is indicative of excellent word choice and sentence variety, and is free from grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Writing shows evidence of effective word choice, some sentence variety, and no patterns of grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Writing does not include evidence of effective word choice or sentence variety; writing represents a pattern of grammatical errors</li> </ul>

Rubric for **teacher-modeled** analysis of artist proposal

Student name: \_\_\_\_\_

Artist name: \_\_\_\_\_

	Highly effective	Effective	Not effective
Claim	<ul style="list-style-type: none"> <li>• Claim is clearly stated in a compelling way</li> <li>• There is no unclear or unnecessary language within the claim</li> <li>• I could paraphrase this claim without much thought because it is so clearly stated</li> </ul>	<ul style="list-style-type: none"> <li>• Claim is clearly stated</li> <li>• If there is unnecessary language in the claim, I can still understand it</li> <li>• I could paraphrase this claim, but I may have to think about it because of unclear wording in the claim</li> </ul>	<ul style="list-style-type: none"> <li>• Claim is not clearly stated</li> <li>• Unnecessary and unclear language make it hard to identify the claim</li> <li>• I could not paraphrase this claim because it is not clearly stated</li> </ul>
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## Graphic organizer for response letter

Using the proposal you selected as the most effective or least effective, supply the information below. Then use that information to write your response letter, either accepting or rejecting the artist's proposal.

My claim (1):	Ex: I would choose Michael Dillon to create the artwork.
Evidence I found (3):	Ex: His description fits the history of the location.
Reasoning to support evidence (3):	Ex: It is important to honor the history of the place when installing artwork.
Things that stuck out to me (as many as you want to include):	Ex: His idea of including the railroad and the use of the park as an airfield

Rubric for **student response letter**

Student name: \_\_\_\_\_

	Highly effective (A to B+)	Effective (B to C)	Not effective (C- to D/F)
Claim	<ul style="list-style-type: none"> <li>• Claim is clearly stated in a compelling way</li> <li>• There is no unclear or unnecessary language within the claim</li> <li>• I could paraphrase this claim without much thought because it is so clearly stated</li> </ul>	<ul style="list-style-type: none"> <li>• Claim is clearly stated</li> <li>• If there is unnecessary language in the claim, I can still understand it</li> <li>• I could paraphrase this claim, but I may have to think about it because of unclear wording in the claim</li> </ul>	<ul style="list-style-type: none"> <li>• Claim is not clearly stated</li> <li>• Unnecessary and unclear language make it hard to identify the claim</li> <li>• I could not paraphrase this claim because it is not clearly stated</li> </ul>
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## Group Goal Sheet

All of these norms should have a checkmark. Then include a brief explanation of how you incorporated that norm in your group work today.

Consistent norms for group work:		Evidence of norm (Reflection piece):
	I will be engaged with my group's task	
	I will contribute to my group's work	
	I will treat all group members with respect	

Before you interact with your group today, put a checkmark by the goal or goals you would like to set for yourself in your group today. Then reflect on how well you accomplished that goal.

Personal goals for today:		How well did you accomplish it?
	I will be engaged with my group's task	
	I will contribute to my group's work	
	I will treat all group members with respect	

Circle the icon that best describes your ability to accomplish the "I Can" statements today:



I mastered the "I Can" statements and am ready to move on.



I could use a little more input before we move on.



I would benefit from looking at this in a different way, or need new input.