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| **Lesson:** Is the sculpture *Aileron* an appropriate monument to the history of the land that is currently McCabe Park? | **CCSS Domain(s):**  Literacy (History/Social Studies)  ELA-Literacy (Writing)  ELA-Literacy (Speaking and Listening) | **Date:** |

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| **Estimated Time for Lesson:**  2 class periods; 50 minutes each | **Grade/Subject:** 7th Grade Social Studies |

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| **Standard(s) the lesson addresses** | | |
| **CCSStandard(s)** | **Formative Assessment(s)** | **Summative Assessment(s)** |
| * **History/Social Studies**: CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. | Students will be formatively assessed through discussion in whole group and small group | Students will provide evidence of thorough analysis through the use of an evidence graphic organizer |
| * **Literacy/Writing**: CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence. | Students will mark the texts for evidence that supports their claim | If students choose to write a letter to the editor, the letter will be assessed using a rubric for writing |
| * **Literacy/Speaking and Listening**: CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | Students will engage accountable talk | If students choose to create a presentation, the presentation will be assessed using a rubric |
| **Tennessee Content Standards** | **Formative**  **Assessment(s)** | **Summative Assessment(s)** |
| 7.5.02 Recognize that places change over time. | Students will be formatively assessed through discussion in whole group and small group | For the Letter to the editor and the presentation, an assessment criteria will be the incorporation of facts regarding the changes to the landscape and the historical discoveries made on the land that is now McCabe Park |

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| **Clear Learning Targets** | **“I can” statements:**   * I can decide if *Aileron* is an appropriate sculpture for the history of McCabe Park, based on the various uses of the land and the many transitions that the land has gone through. * I can base this decision on evidence from primary and secondary documents. * I can express my opinion on the appropriateness of *Aileron* in a letter to the editor or a presentation to my class. |
| **New Learning** | * Vocabulary—aileron, proposal, monument * Concepts—how can art represent the history of a place? * Skills—reading a picture; participating in accountable talk |
| **Instructional Strategies** | * Teacher will model the comprehension strategy of reading a picture. * Students will work in groups to set goals for group participation and work together to gather evidence from the texts on the four areas of focus. * Students will engage in accountable talk to explore both sides of the essential question for the lesson. |
| **Materials and Resources** | * Picture of *Aileron* sculpture (primary document) * Site information from Metro Arts Commission (secondary documents) * Metro Arts Commission RFQ Call to Artists (primary document) * Graphic organizer for picture “read” * Accountable Talk illustration and goal setting handout * Graphic organizer for areas of focus on text analysis * Yes/No/Consensus Graphic Organizer * Handout of options for deliverables * Rubric for letter and presentation assessment * Rubric for sculpture aligned with RFQ Call to Artists |

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| **Cross-curricular Connections:**  There is a strong connection between this ELA lesson and the following 7th 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. |

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| **Framing the Lesson (2 minutes)** | | |
| * Facilitate a discussion about monuments or sculptures the students already know about or have seen. * Ask students why they think these monuments or sculptures are so famous, or are easily remembered. * Also ask students to consider the criteria that make a monument or sculpture historic. * Announce the purpose of the lesson through the explanation of “I Can” statements. | | |
| **Instruction (2 class periods; 50 minutes each)** | | **Anticipated learning difficulties\*** |
| Day One   1. Show students the picture of Aileron to “read”—primary document 2. Model the process of reading a picture—complete the graphic organizer of picture read 3. Discuss the accountable talk rubric, set goals for your own accountable talk 4. Assign groups and group roles—natural features, local history, important people, community culture 5. Give the document packet    1. 4\_HistoryNotes    2. McCabe\_Airfield\_Info    3. Metro Arts Commission RFQ\_Call\_to\_Artists 6. Students read and mark the documents through the lens of their role, using post-its 7. Complete the graphic organizer for their area of focus 8. Allow all group members to share information regarding area of focus   Day Two   1. Consider the question: Is the sculpture Aileron an appropriate monument to the history of the land that is currently McCabe Park? 2. Participate in accountable talk to complete graphic organizer of yes/no/consensus graphic organizer 3. Once the yes/no/consensus graphic organizer has been completed, student chooses from these deliverables:    1. A letter to Metro Arts Commission expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park.    2. A verbal presentation intended for Metro Arts Commission expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park.    3. A drawing or graphic representation of a sculpture that would be an appropriate monument to the history of the land that is currently McCabe Park, with a presentation that meets the criteria in the RFQ\_Call\_to\_Artists 4. A rubric that could assess the letter and presentation. 5. A rubric for the sculpture aligned to the RFQ Call to Artists. | | *Anticipated learning difficulties students may have.* |
| **Student prompting\*** |
| *Ways to help students move through the task.* |
| **Set (1 minute)** | | |
| You are a top researcher for AMS Planning and Research Corporation (http://www.ams-online.com/), and have been hired by the Metro Arts Commission to evaluate several pieces in their art collection. You will start by evaluating *Aileron*, a sculpture found in current-day McCabe Park. After you evaluate this piece of art, you will submit your findings to the Metro Arts Commission in one of these formats: a letter to Metro Arts explaining your findings, a powerpoint presentation explaining your findings, or a drawing or graphic representation of an alternative piece of artwork along with your description of the artwork and what makes it a more appropriate monument to the history of McCabe Park. | | |
| **Guided practice (2 minutes)** | | |
| * Teacher will model the process of reading the picture of the sculpture, *Aileron* * Teacher will guide the process of completing the graphic organizer, reading the picture | | |
| **Questioning: Illuminating Student Thinking** | | |
| ***\*Assessing Questions*** | ***\*Advancing Questions*** | |
| * *Base closely on the work student has produced;* * *Clarify what the student has done and what the student understands about what s/he has done;* * *Provide information to the teacher about what the student understands.* | * *Use what students have produced as a basis for making progress toward target goal;* * *Move students beyond their current thinking by pressing students to extend what they know to a new situation;* * *Press students to think about something they are not currently thinking about.* | |
| **Independent practice** | | |
| **Day One (40 minutes)**   1. Discuss the accountable talk rubric, set goals for your own accountable talk 2. Assign groups and group roles—natural features, local history, important people, community culture 3. Give the document packet    1. 4\_HistoryNotes    2. McCabe\_Airfield\_Info    3. Metro Arts Commission RFQ\_Call\_to\_Artists 4. Students read and mark the documents through the lens of their role, using post-its 5. Complete the graphic organizer for their area of focus 6. Allow all group members to share information regarding area of focus   **Day Two (40 minutes)**   1. Consider the question: Is the sculpture Aileron an appropriate monument to the history of the land that is currently McCabe Park? 2. Participate in accountable talk to complete graphic organizer of yes/no/consensus graphic organizer 3. Once the yes/no/consensus graphic organizer has been completed, student chooses from these deliverables:    1. A letter to Metro Arts Commission expressing whether *Aileron* is or is not an appropriate sculpture to the history of the land that is currently McCabe Park.    2. A verbal presentation intended for Metro Arts Commission expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park.    3. A drawing or graphic representation of a sculpture that would be an appropriate monument to the history of the land that is currently McCabe Park, with a presentation that meets the criteria in the RFQ\_Call\_to\_Artists 4. A rubric that could assess the letter and presentation. 5. A rubric for the sculpture aligned to the RFQ Call to Artists. | | |
| **Lesson Closure (5 minutes)** | | |
| * On Day One, students will reflect on accountable talk goals. * On Day Two, students will self-assess letters, presentations, or alternative art. | | |

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| **Homework** |
| * Assigned as needed to complete the summative assessments. |

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| **\*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 * Picture of *Aileron* sculpture (primary document) * Site information from Metro Arts Commission (secondary documents) * Metro Arts Commission RFQ Call to Artists (primary document) * Graphic organizer for picture “read” * Accountable Talk illustration and goal setting handout * Graphic organizer for areas of focus on text analysis * Yes/No/Consensus Graphic Organizer * Handout of options for deliverables * Rubric for letter and presentation assessment * Rubric for sculpture aligned with RFQ Call to Artists |