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| **Lesson:** Which idea convinces me? | **CCSS Domain(s):**  ELA-Literacy (Writing)  ELA-Literacy (Reading Informational Texts) | **Date:** |

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| **Estimated Time for Lesson:** 50 minutes | **Grade/Subject:** 7th Grade/ELA |

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| **Standard(s) the lesson addresses** | | **Assessments of standards** | |
| **Standard(s)** | | **Formative Assessment** | **Summative Assessment** |
| * CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | | * Students will be formatively assessed through discussion in whole group and small group | * Students will provide evidence of thorough analysis through the use of a rubric |
| * 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. | | * Students will code the text(s)/graphics for sound reasoning and relevant evidence | * Students will choose the artist who will complete this project based on the proposal with the most sound reasoning and relevant evidence |
| * 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. | | * Students will be formatively assessed through discussion in whole group and small group * 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 | * Student letters will be assessed using the artist letter rubric |
| **Clear Learning Targets** | **“I can” statements:**   * I can compare ideas from two artist proposals to determine which proposal makes the most sense and uses the best examples to convince me. * I can write a response letter, explaining to the artist why his proposal was or was not chosen. | | |
| **New Learning** | * Vocabulary--aileron, proposal, * Concepts—Arts Commission—what they do, how they function, what is their role in our community? * Skills—analyzing text for sound reasoning and quality of information, such as relevant evidence | | |
| **Instructional Strategies** | * Teacher will model analysis of one proposal, marking the text and completing the evaluation rubric. * Students will work in groups to set goals for group participation and work together reading, coding, and evaluating the text. * Students will use a graphic organizer to complete the summative assignment of a response letter to an artist. | | |
| **Materials and Resources** | * Visual—map of McCabe Park * Artist Proposals—Michael Dillon, Chris Fennell, David Landis, and Jim Collins * Highlighters * Group goal sheet * Rubrics for artist proposals (evaluation rubric) * Graphic organizer for student letter * Evaluation rubric also used to score student letters * Reflection exit ticket (on back of goal sheet) | | |

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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 (5 minutes)** | | |
| * 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. * 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. * 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. * Announce the purpose of the lesson through the explanation of “I Can” statements. | | |
| **Instruction (40 minutes)** | | **Anticipated learning difficulties\*** |
| 1. Teacher will guide the students through one artist proposal (Michael Dillon’s), making notes and thinking aloud. 2. Teacher will guide the process of scoring the proposal using the rubric.   3. Students will be asked to examine another proposal of their choice, making notes as they read.  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.  5. Students will score the proposal using the rubric, but must come to a consensus before assigning a final score.  6. Working individually, students will decide which proposal has received a better rubric score to determine which proposal is selected.  7. Students will then complete the graphic organizer for the letter they will be writing to the selected or rejected proposal.  8. Students will use the information on the graphic organizer to compose a letter. | | *Anticipated learning difficulties students may have.* |
| **Student prompting\*** |
| *Ways to help students move through the task.* |
| **Set (2 minutes)** | | |
| You are serving on the citizen selection panel for the Arts Commission, and you get to decide which artist’s project gets selected. An Arts Commission 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 a panelist for the local Arts Commission, you have identified a location for an artwork referencing the history of 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. | | |
| **Guided practice (5 minutes)** | | |
| * Teacher will guide the students through one artist proposal (Michael Dillon’s), making notes and thinking aloud. * Teacher will guide the process of scoring the first proposal using the rubric. | | |
| **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 (42 minutes)** | | |
| 1. Students will be asked to examine another proposal of their choice, making notes as they read.  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.  3. Students will score the proposal using the rubric, but must come to a consensus before assigning a final score.  4. Working individually, students will decide which proposal has received a better rubric score to determine which proposal is selected.  5. Students will then complete the graphic organizer for the letter they will be writing to the selected or rejected proposal.  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. | | |
| **Lesson Closure (3 minutes)** | | |
| * 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. | | |

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| **Homework** |
| * Response letter may be completed as homework and turned in the following class day. |

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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?* |

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| **\*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?* |

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| **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.