**Planning and Presenting an ELA Lesson Based on CCSS**

**9th/10th grade**

**Section I: Planning**

**Overview: This section focuses on the elements to consider when planning for a CCSS lesson, such as ELA Anchor Standards, content standards, clear learning targets, task objectives, new learning for students, anticipated learning challenges, scaffolding, opportunities for differentiation, ways to prompt student thinking through assessing and advancing questions, instructional strategies to be used in the lesson, and materials and resources.**

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| **Lesson Topic:** Live Your Epitaph | **Time Frame/Lesson Length:** Two 50-minute class periods |

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| **ELA Content Standards** | | **Anchor Standards** | **Assessments**  **🗸 Formative**  **⮚ Summative** | |
| [CCSS.ELA-Literacy.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  [CCSS.ELA-Literacy.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)    [CCSS.ELA-Literacy.SL.9-10.1.c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | | [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience    [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively | Formative:  Students will be formatively assessed through discussion in whole group, small group, and Socratic Seminar  Students will be formatively assessed through pre-writing, peer feedback, and revision  Students will be formatively assessed through discussion in small groups, whole groups, and Socratic Seminar | Summative:  Students will be summatively assessed through Socratic Seminar reflection handout  Students will be summatively assessed through a rubric for their final draft  Students will be summatively assessed through Socratic Seminar reflection handout and self-assessment rubric |
| **Planning Element** | **Description** | | | |
| **Clear Learning Targets** | Day One:   * I can identify William Edmondson and his contribution to the art world. * I can closely read examples of epitaphs and identify tone and common themes. * I can participate in a Socratic Seminar and discuss questions related to the close reading.   Day Two:   * I can develop my own epitaph through pre-writing, discussion, and revision * I can critique and offer helpful feedback to peers to guide their writing process | | | |
| **Task Objectives (steps to reach mastery of clear learning targets)** | Day One:   * Discuss William Edmondson and identify his contributions to the art world * Read examples of epitaphs and identify tone and common themes * Discuss, analyze, and respond to questions related to epitaphs during a Socratic seminar   Day Two:   * Pre-write, discuss, and revise a personal epitaph | | | |
| **New Learning** | * Vocabulary-epitaph, irony, anecdote * Concepts-epitaph, irony, Socratic Seminar, quicklist * People-William Edmondson * Skills-preparation and participation in seminar, pre-writing, providing feedback for peers’ writing | | | |
| **Anticipated Learning Challenges** | * Close reading this type of text * Preparing for a Socratic Seminar * Participating in this type of discussion * Developing ideas for an epitaph * Providing helpful feedback to peers | | | |
| **Scaffolding (to address learning difficulties)** | * Model reading an epitaph while searching and identifying answers to the guiding questions: what words are important? What’s the tone? * Model how to participate in a Socratic Seminar. Do a “run-through” with the teacher taking on the role of a student. * Model the quicklist on the board or overhead along with the students. * Model how to provide feedback during revision by providing, “I like…”, “I wonder…” examples. | | | |
| **Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)** | * Vary the range of questioning to provide guidance or advancement depending on the students’ needs * Vary the depth of modeling depending on student need * Socratic Seminar could be changed to small group or whole group discussion * Pre-writing activity could be done as a small group or whole group activity * Pre-writing could be extended or eliminated to provide more or less guidance * One-on-one writing and revision guidance could be provided by the teacher depending on student needs * Writing of an epitaph for William Edmondson or other person could be added to provide depth of opportunities for advanced students * A visual image or symbol for their tombstone to represent their impact on their world could be an opportunity for extension | | | |
| **Questioning: Planning to Illuminate Student Thinking** | *Assessing questions:*   * Who was William Edmondson? What was his contribution to the art world? Give examples of how his work contributed to the art world. * What is an epitaph? * How can an epitaph be a life statement? Cite the Epitaph Examples in your answer. * What might William Edmondson’s life statement be?   *Advancing questions:*   * How, and for what, do you want to be remembered? * What impact do you want to have on the world? * How can you live your epitaph? | | | |
| **Instructional Strategies** | Day One:   * The teacher will facilitate discussion of William Edmondson’s life and work and the irony surrounding the fact that he doesn’t have a tombstone or epitaph * The students will closely read examples of epitaphs and prepare and participate in a Socratic seminar by considering the questions provided   Day Two:   * Students will participate in a pre-writing activity to help develop ideas for their own epitaph * Students will write a rough draft of their own epitaph * Students will provide feedback for peers’ rough drafts | | | |
| **Materials and Resources** | * Pictures of William Edmondson and his artwork (image search on google) * Excerpt from “Carousel of Time” on YouTube https://www.youtube.com/watch?v=23nvsOudLs0 * Examples of epitaphs (see appendix 1) * Socratic Seminar handout (see appendix 2) * Rubric for epitaph (see appendix 3) * William Edmondson PPT (appendix 6) | | | |

**Section II: Presentation**

**Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as “Framing the Lesson,” “Exploring the Texts,” “Sharing, Discussing and Analyzing Text Evidence,” “Closing the Lesson,” and “Extending the Learning.” For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.**

**Day One**

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| **🕭 Framing the Lesson (15 minutes)** | | |
| **Detailed Procedure**   * The students will be introduced to William Edmonson and his art by viewing a PowerPoint and the excerpt from “Carousel of Time” on YouTube that describes the life and art of William Edmondson * Students will engage in a discussion of the artist, his life, and the irony that Edmondson does not have a tombstone. | **Teacher Action**   * The teacher will provide pictures of William Edmondson and his artwork (PowerPoint appendix 6) * The teacher will show the film excerpt from “Carousel of Time” on YouTube https://www.youtube.com/watch?v=23nvsOudLs0 * The teacher will facilitate discussion and use prompting questions:  1. How is it ironic that Edmondson does not have a tombstone? 2. What is an epitaph? 3. If he had one, what might Edmondson’s epitaph have said?  * Use the examples of his own words, “I am just doing the Lord’s work, I ain’t got much style, God don’t want much style, but He gives wisdom and sends you along.” “I looked up in the sky and right there in the noon daylight, he hung a tombstone out for me to make.” | **Student Outcomes**   * The students will participate in the discussion about William Edmondson’s life and contribution to the art world. * Students will understand the idea of an epitaph and discuss examples of what Edmondson’s epitaph could have been. |
| **👓 Exploring the Text(s) (10 minutes)** | | |
| **Detailed Procedure**   * Students will utilize close reading strategies to analyze the epitaph texts. * Students will prepare for the Socratic Seminar by taking notes regarding the questions posed by the teacher. | **Teacher Actions**   * The teacher will provide examples of epitaphs to students by using Epitaph Examples (appendix 1). * The teacher will instruct students in how to use close reading strategies to analyze the epitaphs. * The teacher will prompt students’ preparation for a Socratic Seminar by providing thought-provoking questions and directing them to use the Socratic Seminar Reflection (appendix 2) to record their answers:  1. How and for what does the author want to be remembered? 2. What words stand out? 3. How do you think they intended to impact the world? 4. What words best describe the tone? 5. What things did they obviously value? 6. Which lines support your answer? | **Student Outcomes**   * The students will closely read examples of epitaphs and identify tone and common themes. * Students will prepare for a Socaratic Seminar and use evidence in their reflection. |
| **☺ Sharing, Discussing, and Analyzing Text Evidence (20 minutes)** | | |
| **Detailed Procedure**   * Students will participate in a Socratic Seminar to discuss the questions related to the epitaphs. * Students will complete the reflection handout during the Seminar. | **Teacher Actions**   * The teacher will facilitate the Socratic Seminar by using prompting questions and modeling. Examples of questions may be:  1. How and for what does the author want to be remembered? 2. What words stand out? Annotate them in the text. 3. How do you think they intended to impact the world? 4. What words make you think that? 5. What words best describe the tone? 6. What things did they obviously value? What makes you think that? | **Student Outcomes**   * The students will demonstrate that they can effectively participate in the Socratic Seminar by providing thoughtful answers to the questions (formative assessment). * The students will provide a reflection of their experience on the Socratic Seminar reflection handout (summative assessment). |
| **🞐 Closing the Lesson** **(5 minutes)** | | |
| **Detailed Procedure**   * Students will engage in a review the “I can” statements for today. * Students will engage in a review of epitaphs and how they can be a life statement. | **Teacher Actions**   * The teacher will review the “I can” statements for the day. * The teacher will facilitate closing discussion. Questions may include: What is an epitaph? How can an epitaph be a life statement? How have some people in the past used an epitaph to accomplish this? | **Student Outcomes**   * The students will demonstrate progression toward mastery through discussion. |
| **🕮 Extending the Learning** Teachers may choose to assign a written epitaph for William Edmondson or another person for homework. | | |

**Day Two**

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| **🕭 Framing the Lesson (10 minutes)** | | |
| **Detailed Procedure**   * Students will engage in a review of Day One. | **Teacher Action**   * The teacher will facilitate a discussion and review of yesterday’s lesson. * The teacher will prompt today’s lesson by asking thought-provoking questions about students’ life statements  1. How, and for what, would you like to be remembered? 2. How is an epitaph a life statement? | **Student Outcomes**   * The students will access learning from the prior day’s lesson. * The students will begin considering and discussing their ideas for their own life statements. |
| **👓 Pre-Writing (15 minutes)** | | |
| **Detailed Procedure**   * Students will engage in the pre-writing technique, “quicklist” * Students will create 3 columns on their papers. They are to come up with nouns, adjectives, and anecdotes for that describe themselves. | **Teacher Actions**   * The teacher will lead students through the pre-writing activity, using the technique, “quicklist.”   The teacher may use the example below to model:   |  |  |  | | --- | --- | --- | | Nouns | Adjectives | Anecdotes | | mother  sister  teacher | strict  dependable  dedicated | Share a brief story or experience | | **Student Outcomes**   * The students will utilize pre-writing techniques while progressing toward lesson goals. |
| **☺ Developing, Sharing, Discussing, and Analyzing Writing (20 minutes)** | | |
| **Detailed Procedure**   * Students will begin writing their life statements/epitaphs. * In small groups, students will share and discuss their rough drafts. They will use “I like…”, “I wonder…” to react to peers’ writing. | **Teacher Actions**   * The teacher will instruct students in the process of writing their own epitaph. The teacher will engage students in the following thoughts and questions:   “Your epitaph should be a life statement as brief and apt as possible. How do you hope to impact the world? How do you want to best live so that you may die honored? It should be short and memorable. It does not have to rhyme, but it should flow. Use the examples from yesterday as a guide.”   * The teacher will model peer review by completing, “I like…” “I wonder…” statements of a writing sample. “I like how you used a simile to describe yourself”. “I wonder if more description would give the reader a better idea of who you are.” * The teacher will circulate to provide guidance during the peer review time | **Student Outcomes**   * The students will write rough drafts of their epitaphs (formative assessment). * The students will participate in a discussion with peers about their writing and receive and provide valuable feedback, leading to the revision process. |
| **🞐 Closing the Lesson** **(5 minutes)** | | |
| **Detailed Procedure**   * Students will engage in a review of the “I can” statements for the day. * Students will complete final drafts of life statements/epitaphs for homework. | **Teacher Actions**   * The teacher will facilitate closing discussion, including a review of the “I can” statements and assigning completion of final drafts for homework. | **Student Outcomes**   * Write final drafts that incorporate the changes that were suggested during peer feedback. * Students will develop their own epitaphs that incorporate the changes suggested during peer feedback. |
| **🕮 Extending the Learning** Write final draft of epitaph for homework (summative assessment) | | |

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| **Appendices (attach resources used, such as handouts, etc…):**   * Appendix 1: epitaph examples * Appendix 2: teacher instructions for conducting a Socratic Seminar * Appendix 3: Socratic Seminar reflection * Appendix 4: Rubric for final draft of epitaph * Appendix 5: “Carousel of Time” on YouTube <https://www.youtube.com/watch?v=23nvsOudLs0> * Appendix 6: PowerPoint of Edomondson’s artwork |