Planning and Presenting an ELA Lesson Based on CCSS

7th 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.

<table>
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<tr>
<th>Lesson Topic: William Edmondson and the impact of legacy: how can one life affect others?</th>
<th>Time Frame/Lesson Length: 90 minute class period (with homework/assignment to be completed outside of class)</th>
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<tr>
<th>ELA Content Standards</th>
<th>Anchor Standards</th>
<th>Assessments</th>
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<tr>
<td><strong>CCSS.ELA-Literacy.RL.7.9</strong> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</td>
<td><strong>CCSS.ELA-Literacy.CCRA.R.9</strong> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
<td>✓ Formative ➤ Summative</td>
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<td><strong>CCSS.ELA-Literacy.SL.7.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
<td><strong>CCSS.ELA-Literacy.CCRA.SL.1</strong> 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.</td>
<td>✓ Formative ➤ Summative: Students will prepare for a Socratic Seminar through close reading of the text and personal reflection and response to guiding questions. Summative: Students will participate in a Socratic Seminar, or student driven discussion, about the idea of a “legacy” and how our actions and work can affect others.</td>
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<td><strong>CCSS.ELA-Literacy.W.7.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td><strong>CCSS.ELA-Literacy.CCRA.W.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</td>
<td>Summative: Students will craft a first person narrative poem that represents the legacy they wish to establish.</td>
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<th>Planning Element</th>
<th>Description</th>
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<td>Clear Learning Targets</td>
<td>• I can compare and contrast the different portrayals of William Edmondson based on his biography and the fictional poetry of Elizabeth Spires. • I can participate in a class discussion by presenting my ideas and using accountable language when responding to my peers’ ideas and thoughts.</td>
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### Task Objectives (steps to reach mastery of clear learning targets)
- I can write a narrative poem that presents the legacy I would like to leave.
- Build background about William Edmondson and legacy
- Read biography of William Edmondson
- Read poetry by Elizabeth Spires
- Work with partner to compare and contrast portrayals and characteristics of Edmondson using Venn Diagram
- Reflect on discussion questions and prepare for Socratic seminar
- Participate in Socratic seminar, taking notes and adding to the discussion
- Reflect on the discussion, write final thoughts on discussion questions in notes
- Review elements of poetry, brainstorm topic for legacy poem
- Craft a narrative poem that represents desired legacy

### New Learning
- History of William Edmondson
- Meaning and significance of legacy
- Comparing a historical and fictionalized account of an individual
- Participating in a Socratic Seminar
- Writing personal narrative poetry

### Anticipated Learning Challenges
- Challenging vocabulary in biographies
- Analysis of portrayal of Edmondson in each piece

### Scaffolding (to address learning difficulties)
- Teacher will model each task as it is introduced to show students how to successfully complete each part of the lesson.
- Teacher will provide first example of similarities and/or differences for the Venn Diagram activity
- Teacher can host a “practice” Socratic seminar with a few students if class has not engaged in this type of discussion prior to this lesson.

### Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)
- Students needing additional learning supports will be paired with strong students in partner work
- Teacher will provide additional supports to students in need by providing directions in different formats, accepting shortened responses, providing access to a computer or dictionary for help with challenging vocabulary, answering questions and giving extended time to complete tasks as feasible.

### Questioning: Planning to Illuminate Student Thinking

#### Assessing questions:
- How is Edmondson portrayed differently in his biography and in the fictional poetry of Elizabeth Spires?
- What is a legacy?
- How has Edmondson’s life continued to influence others’, even after it has ended?

#### Advancing questions:
- Is establishing/leaving a legacy important?
- Can you influence your own legacy? If so, how?
- What factors contribute to Edmondson’s legacy? What evidence makes you think that?
- How do you think Edmondson would feel reading Spires’ poetry? What makes you think that?
- Is Spires influencing history and/or Edmondson’s legacy with her poems? Support your claim with evidence.

### Instructional Strategies
- Direct instruction, partner work, Socratic seminar, individual reflection, writing workshop
Materials and Resources

- Biographies of Edmondson:
  - Edmondson, William (c.1870–1951) - Johnson, Stephanie Anne for blackpast.org
  - William Edmondson - Stacy C. Hollander, Museum of American Folk Art for tennesseencyclopedia.net
- I Heard God Talking to Me: William Edmondson and His Stone Carvings by Elizabeth Spires
- https://www.youtube.com/watch?v=23nvsOudLs0
- Student copies of Venn Diagram, Socratic Seminar note-taking template, reflection notes

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.

⚠️ Framing the Lesson (10 minutes)

Detailed Procedure
- Students will learn about William Edmondson via a video clip.
- Students will learn about the Edmondson Park project via direct instruction.
- Students will engage in a discussion about the video clip and the background information.
- Students will be introduced to the theme of “legacy.”

Teacher Action
- Teacher will present students with background information about William Edmonson using the YouTube video https://www.youtube.com/watch?v=23nvsOudLs0
- Teacher will introduce the Edmondson Park Project.

Suggested talking points are: “There is a new park in Nashville that is being built to honor Mr. Edmondson. It will feature art from other self-taught artists from the South. This is a testament to the important life that Mr. Edmondson led. Imagine leaving such an impact on the world that a city decides to honor your legacy with a park! And your work inspired many others to follow in your footsteps! How would you feel about that?”

- Teacher will introduce the idea of a legacy and bridge this idea with Edmondson and his life.

Suggested talking points are: “when a person’s life is very influential, and their history impacts other people’s lives, it is called leaving a legacy. We are going to explore this idea of legacy today.

Student Outcomes
- Students will have a foundation of knowledge of William Edmondson, the Edmondson Park project, and importance of legacy
and use Mr. Edmondson as our special case study. First, we will examine the different ways that Mr. Edmonson is portrayed in two genres of text – a biography and fictionalized poetry written from his perspective by another artist. Next, you will reflect on the big ideas of legacy and prepare your thoughts for a Socratic Seminar to be held at the end of the lesson. Your homework tonight will be to write your own legacy poem to be shared in class tomorrow.”

- Teacher will share lesson objectives and distribute student materials.

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<th>Exploring the Text(s) (40 minutes)</th>
<th>Teacher Actions</th>
<th>Student Outcomes</th>
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<td><strong>Detailed Procedure</strong></td>
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<td><strong>Teacher Actions</strong></td>
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<td>• Students will be introduced to the purpose of the activity for the day.</td>
<td>Teacher will distribute student copies of William Edmondson’s biography (see appendix) and two poems from Elizabeth Spires.</td>
<td><strong>Student Outcomes</strong></td>
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<td>• Students listen as teacher models a close reading strategy.</td>
<td>Students will be strategically partnered to provide scaffolding support for students needing it.</td>
<td>• Students will analyze each text through annotation and reflection on analysis questions.</td>
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<td>Teacher will introduce the activity.</td>
<td>• Students will be prepared for the Socratic Seminar with thoughts and details to add to the discussion (formative assessment).</td>
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<td>Suggested talking points include: “Your job today is to tear into the idea and meaning of leaving a legacy. You have a reflection document (included in appendix) to track your thinking about certain questions. Please read each text closely, using annotations to note important details and jotting notes that you can develop for the Socratic Seminar later in class.”</td>
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<td>Teacher will model how to close read the biography by modeling using annotations and asking comprehension questions/making connections to prior knowledge out loud to the class. Suggested sample annotations:</td>
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<td>• underline or circle first sentence to show how to identify important facts</td>
<td>• Students will analyze each text through annotation and reflection on analysis questions.</td>
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<td>• After reading about Edmondson’s parents, make a connection to this experience or pose a question such as “I wonder how this event shaped the rest of William’s life.” and write</td>
<td>• Students will be prepared for the Socratic Seminar with thoughts and details to add to the discussion (formative assessment).</td>
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- Students participate in close reading activity by reading each text and annotating the text by marking key details.

- Students will be introduced to the Venn Diagram activity.

- Students will listen as teacher models the Venn Diagram activity.

- Teacher will instruct students to close read and annotate the rest of the biography as well as the two poems by Elizabeth Spires.
- Teacher will set timer for 25 minutes
- Teacher will circulate as students read the texts to offer additional support, monitor comprehension and answer clarifying questions.
- When timer sounds, Teacher will call for students’ attention.

- Teacher will introduce the Venn Diagram and reflection questions.

  Suggested talking points include: “After reading these two different genres about Mr. Edmondson, I started to notice some similarities and differences between them. Something I found very interesting while both texts was how he is portrayed as a character by the biographer and by the poet Elizabeth Spires. I wanted to see how many similarities and differences we could tease out by reading each text closely and thinking about the question: how is William Edmondson portrayed in this text? We will use this Venn Diagram to help us organize our thoughts.”

- Teacher will model how to identify and use the Venn Diagram.

  Suggested talking points include: “I noticed that the poems are written in first person point of view, which means we are reading the words with Edmondson’s voice, or at least the voice that Spires thinks he would have had. In the biography, we did not get this perspective. So I’m going to jot this idea down in both the circle for the poem (T will write “first person point of view – personal voice” in
• Students will participate in Venn Diagram practice.

• Students will complete the analysis questions for each text and work to compare and contrast the text using a Venn Diagram.

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<th>poetry circle) and the circle for the biography (Teacher will write “third person point of view – no personal voice” in the biography circle).</th>
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<tr>
<td>Teacher will ask for students to identify one similarity in the two texts’ portrayal of Edmondson and model how to write it in the intersection of the two circles.</td>
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<td>Teacher will direct students to complete the Venn Diagram with two additional similarities and differences and to also complete the reflection questions based on their reading of the text.</td>
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• Students will have compared and contrasted the portrayal of Edmondson in his biographies and in the fictionalized poetry of Elizabeth Spires (formative assessment).

### Sharing, Discussing, and Analyzing Text Evidence (25 minutes)

#### Detailed Procedure
- Students will participate in a Socratic Seminar activity.

#### Teacher Actions
- Teacher will introduce/review guidelines for participating in a Socratic Seminar (see appendix).
  - Teacher will explain that students will be conducting the discussion and responding to each other directly, not to the teacher.
  - Teacher will post guidelines for “accountable talk” on a projector or poster.
  - Teacher will remind students to take notes of interesting points their peers have made, and to record their own participation.
  - Teacher will display the rubric that will be used to evaluate participation in the seminar (see appendix).
  - Teacher will track participation on a publicly displayed chart (see appendix).
  - Teacher will begin discussion with a question from the Reflection and Analysis Student Handout (see appendix).
  - Students will discuss the question and begin the Socratic Seminar.
  - Teacher will set a timer for 20 minutes.
  - Teacher prompt discussion if there is a natural pause.
  - Teacher will prompt/re-direct discussion/ask...

#### Student Outcomes
- Students will collaboratively discuss the texts, analyzing the similarities and differences in the portrayal of Edmondson in his historically accurate biography and fictionalized poems by Elizabeth Spires.

- Students will collaboratively discuss the importance and nature of a legacy and gain insight and understanding of how the concept impacts their own life.

- Students will gain practice in presenting their ideas, listening to others’ and responding to ideas in a professional and thoughtful manner.

The Socratic Seminar is a summative assessment.
### Closing the Lesson (10 minutes)

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<th>Teacher Actions</th>
<th>Student Outcomes</th>
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| • Students will silently reflect on the lesson by recording their final feelings on the topics presented and discussed during the lesson. | • Teacher will distribute reflection notes.  
• Teacher will ensure students are able to reflect silently and thoughtfully.  
• Teacher will facilitate student sharing of their reflections. | • Students will finalize thoughts and opinions on the topics discussed.  
• Students will begin to think about the legacy they would like to create |

### Extending the Learning (introduction will take 5 minutes at the end of class)

- Teacher will introduce the poetry writing assignment (This is a summative assessment--see appendix).
- Teacher will share the rubric that will be used to grade the poem (See Legacy Poem Assignment and Rubric in the appendix).
- Students will ask clarifying questions

### Appendices:

- [https://www.youtube.com/watch?v=23nvsOudLs0](https://www.youtube.com/watch?v=23nvsOudLs0)
- William Edmondson Biography
- Reflection and Analysis Student Handout
- Socratic Seminar Information
- Socratic Seminar Participant Observation Checklist
- Legacy Poem Assignment and Rubric