

Standards-Aligned Lesson Plan

High School Social Studies: Edmondson Park (Nashville, TN)

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

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Planning and Presenting a Science, Social Studies, or Technical Subject/Fine Arts Lesson Based on CCSS

United States History High School: Grades 9-12

Section I: Planning

Overview: This section focuses on the elements to consider when planning for a content-specific lesson with CCSS literacy embedded, such as Content Standards, State Performance Indicators, and CCSS Literacy for the Technical Subjects. Other elements to plan include 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.

Lesson Topic: In what ways might the artists William Edmondson, Thornton Dial, and Lonnie Holley lives, experiences and/or art have intersected?	Time Frame/Lesson Length: 4-5 Class periods; 50-60 minutes each.
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Content Standard <i>(this plan includes the standards from the former TN Social Studies Standards, as well as reference numbers for the revised standards for 2014-2015)</i>	State Performance Indicators	CCS Literacy Standards	Assessments (Please describe the specifics of the assessment) ✓ Formative ➤ Summative
Standards 2013-14 Standard Number 7. Individuals Groups and Interactions Understand the effect of World War I on the American people. Understand the moral, social, and cultural changes that occurred in the 1920s 8. Individuals	SPIs 2013-2014 7.3 Recognize the progress of political and social reform in America during this Era 7.5 Recognize the new trends, ideas, and innovations of the 1920's popular culture 8.3 Recognize how the industrial and	<u>CCSS.ELA-Literacy.RH.11-12.6</u> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <u>CCSS.ELA-Literacy.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>CCSS.ELA-Literacy.WHST.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a	✓ Formative -Students will be formatively assessed through discussion in whole group, small group, and pairs. ✓ Formative -Students will illustrate their knowledge of the time periods covered in their timeline and graphic organizer creations. ➤ Summative -Students will illustrate their knowledge and understanding of the connections/intersecting of the artists' lives, and works with the creation of their digital gallery, and will be assessed with a rubric.

<p>Groups and Interactions Understand the changes in American life as a result of the Great Depression. Understand the changing dynamics of American life during World War II.</p>	<p>agricultural crisis negatively impacted different socioeconomic groups (e.g., WWI veterans, farmers, women, minorities, factory workers).</p> <p>8.7 Explore how World War II impacted everyday American life.</p>	<p>problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	
<p>9. Individuals Groups and Interactions Understand how the "baby boom," suburbanization, desegregation, and other social movements affected American society. Understand how Cold War conformity conflicted with individual rights and self-expression. Investigate how technological change transformed American society and created popular culture.</p>	<p>9.2 Distinguish social inequities in America in the post World War II era (i.e., racial segregation, generation conflict, gender equity, ethnic identification).</p> <p>9.8 Identify significant events in the struggle for Civil Rights</p>		

Standards 2014-15			
US.36	US.90		
US.47	US.91		
US.65	US.92		
US.89	US.94		

Planning Element	Description
Clear Learning Targets	<ul style="list-style-type: none"> • I can identify the various ways that the artists William Edmondson, Thornton Dial, and Lonnie Holley lives, experiences and/or art may have intersected. • I can research information dealing with the biographies of William Edmondson, Thornton Dial, and Lonnie Holley. • I can express my opinion of how these men were connected based on facts gathered from a variety of online resources.
Task Objectives (steps to reach mastery of clear learning targets)	<ul style="list-style-type: none"> • Teacher will lead students through the opening activity of creating an intersecting timeline. • The intersecting timeline will give students an understanding of the United States history that took place during the lives of each artist. • Students will work in groups to set goals for group participation and work together to gather evidence from the various resources. • Students will use gathered information to complete their timeline. • Students will use gathered information to complete their mind map. • Students will use the gathered information to create/curate on online digital art gallery.
New Learning	<ul style="list-style-type: none"> • Vocabulary- curate, crossroads • Concepts- As individuals are exposed to different experiences, they are influenced differently by those experiences. • Skills- Technical use of power-point template (as a group), use of the online mind mapping tool ‘bubbl.us’, the use of Google Drive Presentation tool
Anticipated Learning Challenges	<ul style="list-style-type: none"> • Students may need additional time for this project as they become more familiar with the use of power point, Google Drive, and bubble.us • It will be important for the teacher to be familiar with all three of these tools prior to the lesson
Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)	<ul style="list-style-type: none"> • This lesson allows for students to move somewhat at their own pace as they create their mind map and their part of the art gallery • Students will also be working in groups, which helps with ELL and SPED students understanding of the tasks • It is advised that student groups be encouraged to use the Google Drive version of the Art Gallery, because it allows students to all work on the project at the same time.
	<ul style="list-style-type: none"> • Butcher paper, markers, yard/meter sticks, computers

Materials and Resources	<ul style="list-style-type: none"> • Video: https://www.youtube.com/watch?v=LmFCGCIyPNo “Art Advisor- How to Curate” an additional way to access the video, if your school blocks YouTube-http://goo.gl/yBuWq9 • Web Quest: http://zunal.com/webquest.php?w=237148 Intersections: Life, Art, Connection
Questioning: Planning to Illuminate Student Thinking	<p><i>Assessing questions:</i></p> <ul style="list-style-type: none"> • Questioning for Assessment is imbedded throughout the INSTRUCTIONAL piece of this lesson. Keep the following in mind throughout the lesson- • Base closely on the work student produces • Clarify what the student has done and what the student understands about what he/she has done • Provide information to the teacher about what the student understands throughout lesson <p><i>Advancing questions:</i></p> <ul style="list-style-type: none"> • Questioning for Advancement is imbedded throughout the INSTRUCTIONAL piece of this lesson. Follow it closely, but also allow student discussion and work lead the discussion throughout the lesson. Keep the following in mind throughout the lesson- • Use what students have produced as a basis for making progress toward 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- a new perspective

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,” “The Texts and Task,” “Sharing, Discussing, and Analyzing” and “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 (10-15 min)		
Detailed Procedure <ul style="list-style-type: none"> • Small group discussion of the idea of curating a museum exhibit. • Watch video- “Art Advisor "How to Curate" (3:20) 	Teacher Actions <ul style="list-style-type: none"> • Ask students- <ul style="list-style-type: none"> a.) What is a curator? b.) Where would a curator work? c.) What are some things a curator must do for his/her job? • Ask students to watch the video, and as they do have them make a list of JOBS 	Student Outcomes <ul style="list-style-type: none"> • Students will have a good understanding of the JOB of a curator and of the job they will be expected to do when they create their own digital art gallery for this project. • Students will understand that they need to understand the influences on the artists

	<p>that a curator must do. An easy way to do this is for students to listen for the VERBS in the video that the curator does.</p>	<ul style="list-style-type: none"> • Students will understand that they need to understand connections between the artists • Students will understand that it is their job as a curator to research and know these connections • Students will understand that they must use their knowledge and understanding of the artists to create an exhibit that follows the THEME of “INTERSECTIONS.” • Students understand that they will select art pieces from the artists to reflect the theme of the exhibit.
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<p>🌀 Instruction (1-5 Class periods)</p>		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Day 1- <i>Opening Activity- TIMELINES</i> • STEP 1: Have the students do a quick search online of the years the three artists lived: • William Edmondson (1874-1951) • Thornton Dial (1929-Present) • Lonnie Holley (1950-Present) 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Divide students into groups of 6 <ul style="list-style-type: none"> • Ask students if there was a time when ALL THREE ARTISTS were alive. When? • (The answer is 1950. William Edmondson died on Feb 8, 1951 and Lonnie Holley was born on Feb 10, 1950. So the three artists were alive at the same time for almost exactly a year...minus two days.) 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • Students will understand the timeframe of the lives of each artist

<ul style="list-style-type: none"> • STEP 2: Using the butcher paper, have students create a timeline for the lives of each artist. • Students will use the year, 1950 as the INTERSECTION of TIME for these three artist. • Remember they should use 1950 as the year of INTERSECTION for the lives of these men. • They should let 1 inch= 1 year. They should also use a different color for each artist life/timeline. • STEP 3: Once they have created this, ask students to figure out which years each artist was age 15, 16, 17, and 18 and mark those years on each timeline. (These are the years that students are in high school) • (Edmondson- 1889 1890 1891 1892) • (Dial- 1943 1944 1945 1946) • (Holley- 1965 1966 1967 1968) • STEP 4: Now have students divide these years among the group, with each person having TWO years to research. • STEP 5: They will now do a quick search of historic events that were taking place during this time. Have them collect THREE events that were going on within the US and ONE event that was happening internationally. This is a QUICK SEARCH so they should have no more than 10 minutes to look for their events. 	<p>Guide the groups as they are creating their timelines. You may want to do an illustration on the board, or on your own paper to get them started.</p> <p>Help students as they are researching. You might want to guide them towards things like the CIVIL RIGHTS MOVEMENT or how minorities were treated at the times being studied.</p> <p>Since all three men lived in the South you may want to suggest that they research more specifically what was happening in the places these men lived/worked...etc.</p>	<p>Students will have a visual representation of how the lives of these men were INTERSECTED over <i>TIME</i>.</p> <p>Students will understand that individuals are greatly influenced by what happens to them during these pivotal years of ages 15-18</p> <p>Students will understand that living at very different times as a teenager will also create different influences on individuals</p>
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<ul style="list-style-type: none"> • STEP 6: Have students share the events they found with the whole group. • STEP 7: Once everyone has shared their events, as a group they should select which event they think might have had the greatest influence on the artist that was a teenager at that time and put it on the timeline. (Each artist will have FOUR events from this part of the activity- for their age of 15, 16, 17, and 18) • STEP 8: Now each student in the group will do a QUICK SEARCH for historical events of 1950, the INTERSECTING year of the ARTIST’S LIVES. Students should pay particular attention to what was happen WITHIN the United States at this time. Each student should find TWO events they believe might be influential to the three artists in some way. • STEP 9: Have students share the events they found with the whole group. • STEP 10: Once everyone has shared their events, as a group select the TWO events that the group believes might have the greatest influence on the artists. • STEP 11: Once the group has chosen TWO events, as a group do 	<p>You may want to help groups think about these historical events as they were happening, but also the impact they will have in the future (studying history gives us 20/20 vision on these types of things).</p> <p>Again help students as they are researching. You might want to guide them towards things like the CIVIL RIGHTS MOVEMENT or how minorities were treated at the times being studied.</p> <p>Again, since all three men lived in the South you may want to suggest that they research more specifically what was happening in the places these men lived/worked...etc.</p> <p>Again, you may want to help groups think about these historical events as they were happening, but also the impact they will have in the future (studying history gives us 20/20 vision on these types of things).</p>	<p>Students will be able to work as a group to come to a consensus.</p>
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<p>the following:</p> <ul style="list-style-type: none"> • a.) Figure out how old each artist was in 1950. • b.) How might the events that the group has selected, impacted these artists at their particular ages? • c.) How might the impact have been different for each artist based on their age in 1950? <p>Days 2-5- Web Quest: Intersections: Life, Art, Connection</p> <p>STEP 1: Review of Curator</p> <p>STEP 2: Open the Web Quest: <i>Intersections: Life, Art, Connection</i></p> <p>STEP 3: Read the Introduction together as a class.</p> <p>STEP 4: Read the TASK together as a class.</p>	<p>Once groups have found this information and discussed it in their group, begin a whole class discussion of a-c allowing groups to share their various ideas with the entire class.</p> <p>Review with students the job of a curator.</p> <p>You should have a fast link to this either on a web page you use for your class, or using a site such as www.portaportal.com or having a link on the desktop of each computer. It takes a lot of time for students to type in URL addresses.</p> <p>Take time to go through the introduction with the class and discuss the ideas of “intersection” and how student might apply this to the task of creating/curating INTERSECTIONS digital gallery for this project.</p> <p>Discuss the different ways that these artists could have been “connected” to each other. What do they have in common? How can this information be used to create/curate the digital art exhibit.</p> <p>Ask students to use what they discovered in the TIMELINE activity and think how it can help them with their task as curator.</p>	<p>Students will have an opportunity to share information they have discovered with the whole class.</p> <p>Students will now have an historical background of the lives of these three artists. This will be beneficial when they begin working on the web quest.</p> <p>Students will understand what they are to do for this project.</p> <p>Students will understand what they are to do for this project.</p> <p>Students will divide the artist among the</p>
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<p>STEP 5: Have students begin the web quest starting with the PROCESS tab.</p> <p>Use the resources provided about each artist to help in your research. (Each artist has their own tab in this web quest full of resources. Students can feel free to find other sources in addition to those listed).</p> <p>STEP 6: Using the information from your research create a mind map that helps illustrate how these artists intersected each other.</p> <p>STEP 7: Using the information from your mind map, find a common theme or thread that will run through your digital exhibit and illustrating the way that the lives, works, experiences...etc. of these artists of intersected each other.</p> <p>STEP 8: Select three to five pieces</p>	<p>Allow students to continue working in their groups on this project.</p> <p>Students will want to run ideas by you when they get to STEP 7.</p>	<p>group (suggested 2 students working on the research of one artist.)</p> <p>Students will need to discuss within their group the information they found that might be an INTERSECTION or CONNECTION between the artists. This will be used for each individual student to create the MIND MAP in STEP 6.</p> <p>Students will come to a consensus in their group about what connections they wish to illustrate in the exhibit.</p> <p>Students should have an exhibit that follows the idea of INTERSECTIONS.</p>
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<p>of art to include in your digital exhibit that will help illustrate these intersections/connections between the artists.</p> <p>STEP 9: Create a narrative that helps explain the connections between these artists.</p>	<p>Help students understand that they must look through the art examples they find online and make a judgment of how the piece fits or doesn't fit the theme they are putting together for their exhibit. They must be able to give a justification for the piece being in the exhibit and explain how it "fits."</p>	<p>Students should be able to justify the art they have chosen for each artist, as to why it fits into their exhibit. This will be included in the narratives that help explain the connections.</p>
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☺ Sharing, Discussing, and Analyzing (time frame and content)

<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Imbedded throughout Instruction 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Imbedded throughout Instruction 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • Imbedded throughout Instruction
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☐ Closing the Lesson (5-10 min)

<p>Detailed Procedure</p> <ul style="list-style-type: none"> • REFLECTION of what history/experiences the artists had in common and discuss in small and large group. 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Help the whole class understand the historical connections that might exist between the artists. You may want to compile a list of these things on the board or chart paper. 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • On Day One, students will reflect on how the three artists were historically connected...what common experiences might they have had that influenced them as artists? • On Days 2-5 students should self-assess where they are in the process of curating the digital museum. This will be done through group discussions and discussions/questioning with the teacher.
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📖 Extending the Learning – Students will complete the following as a REFLECTIVE piece of writing:

Take time to reflect on what you have learned about these artists.

How were these artists influenced? What events, people, art, crossed their lives?

What events, people, art that has crossed your life has been of influence?

What is your number one take away from this study? Why?

How can you apply what you have learned to your own life? Please explain.

With these ideas in mind, write a short essay explaining what you have learned from creating and curating this exhibit.

<p>Appendices:</p> <ul style="list-style-type: none"> • Evaluation rubric for the Web Gallery

Evaluation Rubric

	Excellent	Good	Developing	Incomplete Score
MIND MAP	Includes at least 3 ways the artists are connected.	Includes at least 2 ways the artists are connected.	Includes at least 1 way the artists are connected.	Does not complete the task. 25
Digital Gallery Connections	Explains in detail (at least three ways) how the artists are connected.	Explains(at least two ways) how the artists are connected.	Explains(at least one way) how the artists are connected.	Does not complete the task. 25
Digital Gallery ART	Includes 9 pieces of art, 3 for each artist.	Includes at least 6 pieces of art. (On average 2 for each artist.)	Includes at least 3 pieces of art. (On average 1 for each artist.)	Does not complete the task. 25
Reflective Writing	Includes all of the following: - main thing learned from this project. -an influence on their life. -application of what was learned.	Includes 2 of the following: - main thing learned from this project. -an influence on their life. -application of what was learned.	Includes 1 of the following: - main thing learned from this project. -an influence on their life. -application of what was learned.	Does not complete the task. 25

Total Score: 100