Standards-Aligned Lesson Plan

Middle School Social Studies: Aileron Sculpture (Nashville, TN)

Developed in partnership with the Metropolitan Nashville Arts Commission.

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Initial Publication: June 9, 2014
Last Update: August 5, 2014

Planning for a Common Core State Standards Lesson

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:**

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

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

Clear Learning Targets	**"I can" statements:** • I can decide if *Aileron* is an appropriate monument 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 Council (secondary documents) • Metro Arts Council 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

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.

Framing the Lesson (2 minutes)	
• Facilitate a discussion about monuments the students already know about or have seen. • Ask students why they think these monuments are so famous, or are easily remembered. • Also ask students to consider the criteria that makes a monument 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 (Dropbox)	*Anticipated learning difficulties students may have.* **Student prompting***

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 a. 4_HistoryNotes (Dropbox) b. McCabe_Airfield_Info (Dropbox) c. Metro Arts Council RFQ_Call_to_Artists (Dropbox) 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 9. Consider the question: Is the sculpture Aileron an appropriate monument to the history of the land that is currently McCabe Park? 10. Participate in accountable talk to complete graphic organizer of yes/no/consensus graphic organizer 11. Once the yes/no/consensus graphic organizer has been completed, student chooses from these deliverables: a. A letter to Metro Arts Council expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park. b. A verbal presentation intended for Metro Arts Council expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park. c. 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	*Ways to help students move through the task.*

12. A rubric that could assess the letter and presentation. 13. A rubric for the sculpture aligned to the RFQ Call to Artists.	

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 Council 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 historical art, you will submit your findings to the Metro Arts Council 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
   a. 4_HistoryNotes (Dropbox)
   b. McCabe_Airfield_Info (Dropbox)
   c. Metro Arts Council RFQ_Call_to_Artists (Dropbox)
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:

a. A letter to Metro Arts Council expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park.
b. A verbal presentation intended for Metro Arts Council expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park.
c. 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.

Homework

- Assigned as needed to complete the summative assessments.

***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 Council (secondary documents)
- Metro Arts Council 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

Accountable Talk

Accountable to the Learning Community	Listen Pay attention to the statements of others.	Summarize Restate the ideas of a previous speaker in new language.	Build Add to the statement of previous speaker.	Mark Direct attention to the importance of another's statement.
Accountable to the Knowledge	Verify Check your understanding of previous statements and knowledge.	Unpack Explain how you arrived at your answer.	Support Give examples and evidence to support your answer.	Link Point out the relationships among previous statements and knowledge.
Accountable to Rigorous Thinking	Defend Defend your reasoning against a different point of view.	Challenge Ask a previous speaker to explain and provide evidence for a statement.	Combine Incorporate knowledge from multiple resources to form your ideas.	Predict Draw conclusions about what might happen next, or as a result of ideas.

McCONNELL FIELD

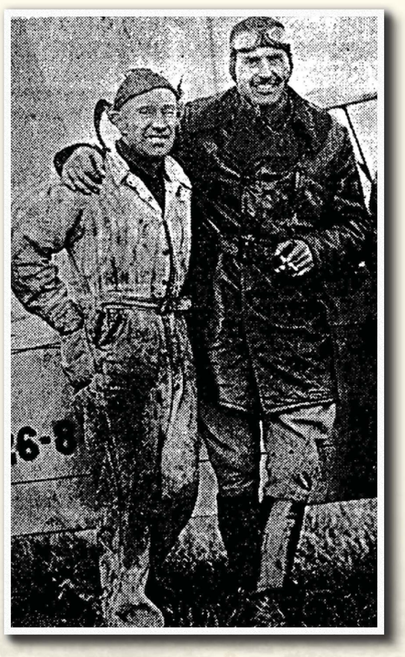
EST. 1927

SPECIAL EDITION

(Source: Fulbright, J. *Aviation in Tennessee* 1998.)

NASHVILLE, TN- McConnell Field became Nashville's first municipal airport after the city purchased the 131 acres of land along Richland Creek from Warren Sloan in 1927.

The airport was named for Lt. Brower McConnell, a pilot in the Tennessee National Guard's 105th squadron, who died in an air crash in 1927.



Lt. Brower McConnell, right, with Mechanic James Wilson, 1926.
(Source: Banner 17 Aug 88.)

The 105th squadron relocated to McConnell field for training in 1928. It was understood that a pilot who learned to fly at McConnell could fly anything.

The railroad embankments on the south end as well as the greenhouses on the east created landing hazards. Overshooting the railroad embankment meant perhaps a dip in the Cumberland River on the far side, reports a McConnell Pilot.

In McConnell Field days, with few restrictions and even fewer instruments, the best trained aviators flew their small planes by what was known as "seat-of-the-pants" intuition.

Airmail stamps from the 1930's

"it was understood that a pilot who learned to fly at McConnell could fly anything"

AIRMAIL

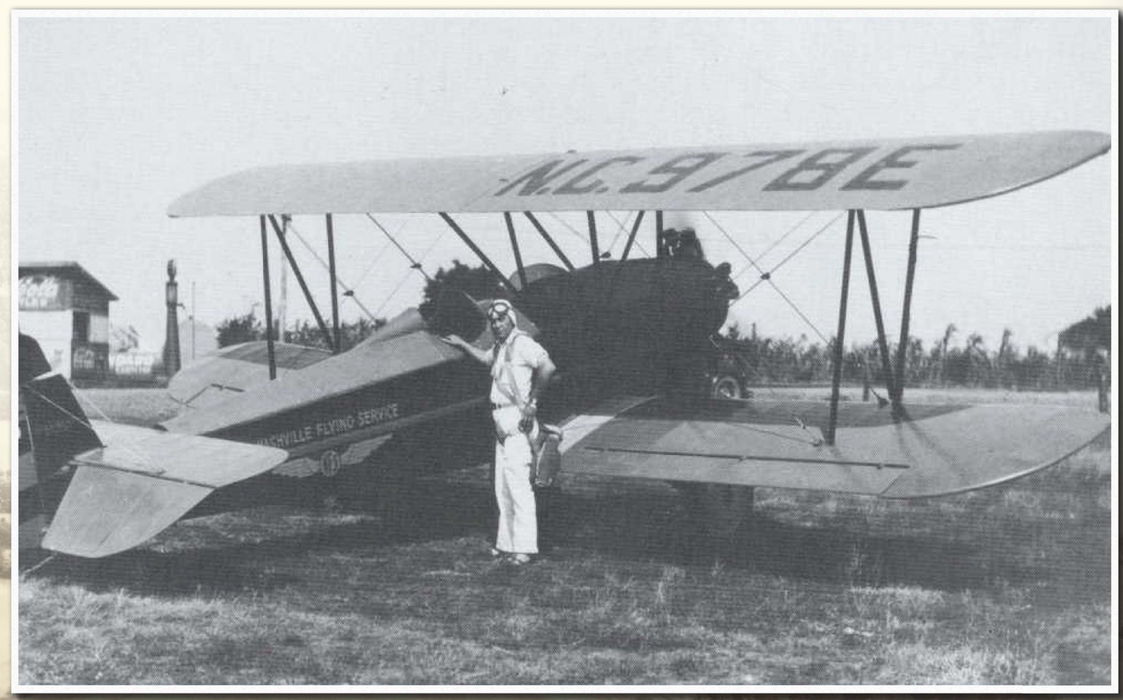
Nashville's first airmail and passenger flight took off from McConnell Field on December 1st, 1928. A Fairchild FC-2W named "Miss Chattanooga," carrying two passengers and 17 sacks of mail, lifted off on a continuation of its journey from Chattanooga to Chicago.

The flight made stops in Evansville and Terre Haute, Indiana and Champaign, Illinois. At Champaign, the plane got stuck in the mud, and the passengers had to push the plane while the pilot, Lt. Jordon Myers, gunned the engine. The plane touched down in Chicago just short of 5 hours after leaving Nashville.

PLANES OUTGROW RUNWAY

The size of airplanes quickly outgrew the runways at McConnell Field. Before long traffic began shifting to Sky Harbor in Murfreesboro.

Berry Field, today's Nashville International Airport, was under construction in 1936. In 1937 McConnell Field was officially decommissioned.



Louis Gasser, Nashville's first commercial pilot at McConnell Field ca 1930. The aircraft is a 1929 Command-Aire 5C3-C with a 5 cylinder, 165-hp Wright J6 engine.
(Source: Fulbright, J. *Aviation in Tennessee* 1998.)

McConnell Field was transferred to the city park system in 1938, adjoining parcels were purchased expanding the park area to 209 acres. The airport was renamed McCabe Park in honor of Charles M. McCabe who was the Nashville Park Commissioner and died in 1939.

The first playground at McCabe Park, the athletic field and the nine-hole golf course, were constructed by the Works Progress Administration (WPA). The second nine holes were constructed in 1947, and the former runways of McConnell Field became McCabe Park Golf Course.

Background Image: Pre-McConnell Field 1927.
(Source: Metro Archives, Nashville Public Library.)

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Hawkins Partners, Inc.
landscape architects

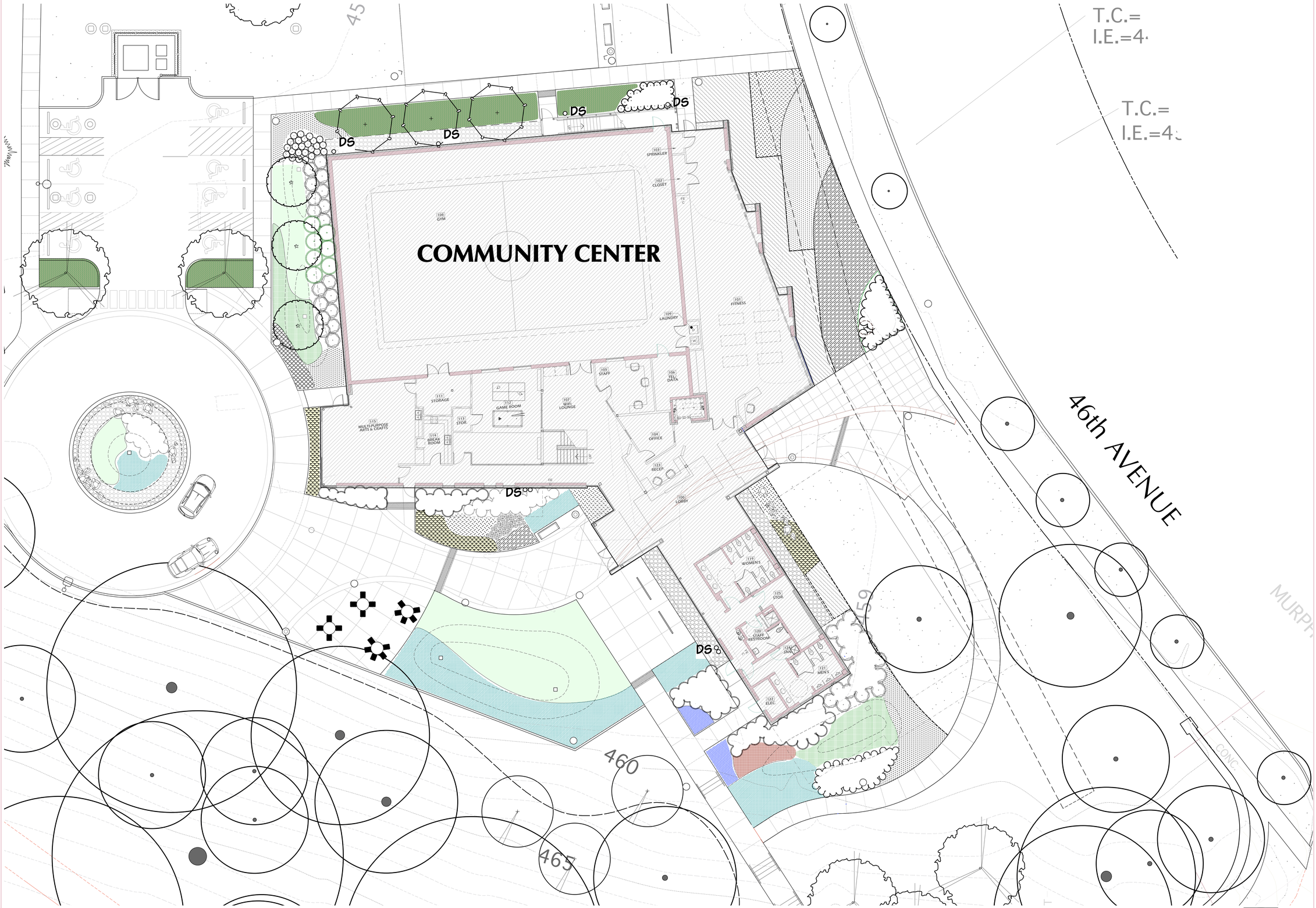
McCABE COMMUNITY CENTER

SITE CONTEXT

SEPTEMBER 2010

SCALE: NTS

PLAN NORTH



5 0 5 10 20 40

1"=10'-0"

PLAN NORTH

NOTE: REFER TO SPECIFICATION SECTION 01230; PART 3; ALTERNATE 3

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CONSTRUCTION DOCUMENTS

metro parks

McCABE PARK COMMUNITY CENTER

101 46th AVENUE NORTH
NASHVILLE, TN 37209

PURSUING LEED CERTIFICATION

U.S. GREEN BUILDING COUNCIL LEED USGBC

REVISION INFORMATION

07293 10.30.09

LANDSCAPE PLAN

L1.1

Is the sculpture *Aileron* an appropriate monument to the history of the land that is currently McCabe Park?

Position A: **Yes, *Aileron* is an appropriate sculpture for McCabe Park.**	**Position B:** **No, *Aileron* is not an appropriate sculpture for McCabe park.**
Evidence 1:	Evidence 1:
Evidence 2:	Evidence 2:
Evidence 3:	Evidence 3:
Evidence 4:	Evidence 4:

Conclusion:

Evidence Graphic Organizer

	Evidence 1	**Evidence 2**	**Evidence 3**	**Evidence 4**
Natural Features				
People				
Local History				
Community				

Aileron Presentation Choices

a. A **letter** to Metro Arts Council expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park.
b. A **verbal presentation** intended for Metro Arts Council expressing whether *Aileron* is or is not an appropriate monument to the history of the land that is currently McCabe Park.
c. 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.

Rubric for **student deliverable**

Student name: _____

	Highly effective (A to B+)	Effective (B to C)	Not effective (C- to D/F)
Claim	• Claim is clearly stated in a compelling way • There is no unclear or unnecessary language within the claim • I could paraphrase this claim without much thought because it is so clearly stated	• Claim is clearly stated • If there is unnecessary language in the claim, I can still understand it • I could paraphrase this claim, but I may have to think about it because of unclear wording in the claim	• Claim is not clearly stated • Unnecessary and unclear language make it hard to identify the claim • I could not paraphrase this claim because it is not clearly stated
Evidence	• Evidence used to support the claim is stated in a compelling way • All the evidence included supports the claim, and does not include irrelevant information • The evidence is listed in an order that seems logical, and is easy to discern	• Evidence clearly supports the claim • Most of the evidence included supports the claim and does not include irrelevant information • The evidence is listed in a logical order	Evidence does not support the claim • The evidence included does not support the claim and includes irrelevant information • There is no logical order to the evidence included
Reasoning	• Reasoning is explained as clearly as it can be, leaving no question in the reader's mind • Reasoning builds on the evidence included • Reasoning adds to the overall effect of the text	• Reasoning is clearly stated • Reasoning is connected to the evidence included • Reasoning does not detract from the overall effect of the text	• Reasoning is unclear • Reasoning is not connected to evidence • Reasoning detracts from the overall effect of the text
Quality of writing	• Writing is indicative of excellent word choice and sentence variety, and is free from grammatical errors	• Writing shows evidence of effective word choice, some sentence variety, and no patterns of grammatical errors	• Writing does not include evidence of effective word choice or sentence variety; writing represents a pattern of grammatical errors

Rubric for analysis of sculpture

Student name: _____

	Effective	Not effective
Meaning	• Gives meaning to place by referencing attributes of the Sylvan Park community • Makes the park a central gathering place that people want to visit	• Does not give meaning to place by referencing attributes of the Sylvan Park community • Makes the park a place that people do not want to visit
Visual Character	• Contributes to the visual character and texture of the community • Visible and compelling to motorists and offers additional detail to those on foot or bike	• Does not contribute to the visual character and texture of the community • Is not visible or compelling to motorists, those on foot, or bike-riders
Social Interaction	• Stimulates social interaction • Captivates, encourages exploration, stimulates imagination	• Does not stimulate social interaction • Does not captivate, encourage exploration, stimulate imagination
Memory	• Fosters collective memory • Resonates with people of all ages and backgrounds	• Does not foster collective memory • Does not resonate with people of all ages and backgrounds
Community Pride	• Uses public art as a means to further the community's sense of spirit and pride • Is a symbol of, or icon for, the neighborhood	• Does not use public art as a means to further the community's sense of spirit and pride • Does not become a symbol of the neighboorhood