

# Standards-Aligned Lesson Plan

## Middle 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

### 8<sup>th</sup> Grade United States History and Geography High School World Geography (plan could be modified for this course)

#### 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.

<b>Lesson Topic: The Art and Times of William Edmondson</b>	<b>Time Frame/Lesson Length: 6 class periods (50 minute)</b>
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<b>Content Standard</b>	<b>CCS Standards</b>	<b>Assessments</b> ✓ <b>Formative</b> ➤ <b>Summative</b>
8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions.	CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	<b>Formative</b> Students will be formatively assessed through discussion in whole group, small group, and pairs.
8.82 Explain the significance of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> amendments to the U.S. Constitution.	CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>Formative</b> -Students will complete facts on a graphic organizer as evidence of an understanding of two passages related to the life of William Edmondson.
8.85 Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow	CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>Formative</b> - Students will work in small groups to categorize facts that regarding the lives of free Blacks (William Edmondson) after the 13 <sup>th</sup> Amendment. Students will complete Venn Diagrams in small groups and as a class.
	CCSS.ELA-Literacy.WHST.6-8.1.a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>Summative</b> - Students will write a letter to the Nashville Urban Planning Commission claiming how the land of the revitalized Edmondson Park should be used. Students will support their ideas for the land use with evidence from texts read in class and independent research.

<p>laws.</p> <p>8.90 Describe the major developments in Tennessee during the Reconstruction Era</p> <p>**Possible World Geography (high school) connections would include the following standards: WG.6, WG.20, WG.30, WG.33</p>	<p>CCSS.ELA-Literacy.WHST.6-8.1.b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>As time permits, students will present various formative and summative assessments to the class.</p>
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<b>Planning Element</b>	<b>Description</b>
<b>Clear Learning Targets</b>	<ul style="list-style-type: none"> <li>• I can explain the significance of the 13<sup>th</sup> Amendment within the context of the life and times of William Edmondson.</li> <li>• I can explain the restrictions placed on the rights and opportunities of free Blacks after the Civil war, within the context of the life and times of William Edmondson.</li> <li>• I can cite evidence to support analysis of informational texts.</li> <li>• I can support a claim with evidence from my research.</li> </ul>
<b>Task Objectives (steps to reach mastery of clear learning targets)</b>	<ul style="list-style-type: none"> <li>• Students will complete graphic organizers.</li> <li>• Students will engage in meaningful discussion as a whole class.</li> <li>• Students will work to research facts to document evidence of the life experiences of free Blacks after the Civil War in Nashville, Tennessee using primary sources and secondary sources.</li> </ul>
<b>New Learning</b>	<ul style="list-style-type: none"> <li>• <b>Vocabulary</b> - Freedman’s Bureau, emancipation, reconstruction, 13<sup>th</sup> Amendment, competence, primitive, posthumously, fore parents</li> <li>• <b>Concept</b>- how can art represent the history of a place?</li> <li>• <b>Skills</b>- analyzing primary sources</li> </ul>
<b>Anticipated Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Depending on the school resources, it could be challenging to access technology for research purposes.</li> </ul>
<b>Scaffolding opportunities (to address learning challenges)</b>	<ul style="list-style-type: none"> <li>• PowerPoint to help scaffold background information</li> <li>• Activate Prior Knowledge (APK) techniques</li> </ul>
<b>Opportunities to Differentiate Learning (explain how you address particular student needs by</b>	<ul style="list-style-type: none"> <li>• Sheltered Instruction Observation Protocol Model strategies for English Language Learner (ELL)</li> <li>• Marzano (2005) vocabulary strategies: write new word, define word in own words, illustrate definitions.</li> </ul>

<b>differentiating process, content, or product)</b>	<ul style="list-style-type: none"> <li>Individual pacing</li> </ul>
<b>Questioning: Planning to Illuminate Student Thinking</b>	<p><i>Assessing questions:</i></p> <ol style="list-style-type: none"> <li>What do you know about William Edmondson, based on the information you read?</li> <li>What is the main idea of the 13<sup>th</sup> Amendment?</li> </ol> <p><i>Advancing questions:</i></p> <ul style="list-style-type: none"> <li>How would Edmondson’s life have been different, had he lived in the 2000s? What evidence from your reading and research makes you think that?</li> <li>How would the tone and/or format of your letter change if you were writing it to a different audience—such as a committee that could raise money for your cause?</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>Teacher will model strategies of using primary sources, presentations, appropriate vocabulary</li> <li>Students will work in groups to set goals for group participation, group roles, and presentation of finished products.</li> </ul>
<b>Materials and Resources</b>	<p>Pictures of William Edmondson and tombstone sculptures  Maps of land during 1800’s- present (Google, Metro Arts Council)  Graphic organizers  Response cards  Computers  Handouts  Rubrics (letter, presentations)  Post It notes  Projector  Screen</p>

## 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.

<b>🔔 Framing the Lesson (10 minutes)</b>		
<b>Detailed Procedure</b>	<b>Teacher Actions</b>	<b>Student Outcomes</b>
<ul style="list-style-type: none"> <li>As a hook, students will engage in a preview activity, utilizing a photograph image</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will display a photograph of Edmondson and his works on the screen and ask the following questions: <ol style="list-style-type: none"> <li>Do you know who William Edmondson was?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Students will be interested in the forthcoming</li> </ul>

<p>of William Edmondson and photographs of his work. Images of Edmondson’s work can be found at the following link:  <a href="http://www.riccomaresca.com">www.riccomaresca.com</a></p>	<p>2. Where do you think Edmondson lived?  3. What do you think Edmondson did or was known for?</p>	<p>activity.</p>
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**Exploring the Texts and Task (six 50 minute sessions)**

<b>Detailed Procedure</b>	<b>Teacher Actions</b>	<b>Student Outcomes</b>
<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>Students read and discuss the 13<sup>th</sup> Amendment and the events leading up to the Amendment.</li> <li>Students read and discuss two passages about William Edmondson: one found at the following link:  <a href="http://www.riccomaresca.com">www.riccomaresca.com</a></li> </ul> <p>one, included in the appendix to this plan (titled: WILLIAM EDMONDSON)</p> <ul style="list-style-type: none"> <li>As students read, they will record facts about William Edmondson and his life experiences on a circle map graphic organizer.</li> <li>Students will engage in a discussion and a</li> </ul>	<ul style="list-style-type: none"> <li>Teacher facilitates a discussion of the Amendment—grounding the discussion and relating it to the time period of William Edmondson. This may take longer than the time allotted here, depending on whether or not the class has previously discussed the 13<sup>th</sup> Amendment. Ideally, this would not be the students’ first exposure to the Amendment.</li> <li>Teacher instructs students to read the passage about Edmondson, highlight unfamiliar vocabulary terms, and answer questions</li> <li>The teacher will instruct students to complete a graphic organizer (a circle map) of main facts from the passages. Students will need to keep this graphic organizer for reference later.</li> <li>Teacher will lead students in discussion focusing on life experiences of free Blacks after the Civil War. The</li> </ul>	<ul style="list-style-type: none"> <li>Students will read and engage in discussion of a primary source document and connect it to Tennessee historical events.</li> <li>Students will engage in reading informational text and work to identify and comprehend unfamiliar vocabulary.</li> <li>Students will organize their text observations.</li> <li>Students will engage in a preliminary discussion about</li> </ul>

<p>reflection about William Edmondson and will relate facts to life experiences of free Blacks after the Civil War.</p> <p><b>Closure Day 1:</b></p> <ul style="list-style-type: none"> <li>Students will complete a three minute writing activity about what they learned from the William Edmondson passage.</li> </ul> <p><b>Days 2-3</b></p> <ul style="list-style-type: none"> <li>Students will review Day 1 activities using the reflections written on board.</li> </ul> <ul style="list-style-type: none"> <li>Students will work in groups of two to read and annotate two articles.**</li> </ul>	<p>teacher will direct the students to relate their discussion to the experiences of William Edmondson as detailed in passages.</p> <ul style="list-style-type: none"> <li>Reflections- students will write words on board that summarize their thoughts from the passages and class discussion as it relates to life experiences of free Blacks of yester years and today, especially artists. <i>*Activity will remain of board through-out the unit.</i></li> <li>Teacher will instruct students to use facts from graphic organizers and the class discussion to inform their writing activity. One suggested prompt: Choose two lines from the passages you read today that illustrate what kind of life Edmondson lived as a free Black after the Civil War.</li> <li>Teacher will facilitate review of the prior day’s activities.</li> <li>Teacher will highlight embedded vocabulary before students begin the day’s activity: Freedman’s Bureau, emancipation, reconstruction, 13<sup>th</sup> Amendment</li> <li>The teacher will monitor the reading and annotation of two articles:  <i>“For freed Blacks in the Civil War, Washington was a city of contradictions”</i> (link listed in appendix)   <i>Hope within a Wilderness of Suffering: The Transactions from Slavery during the Civil War and Reconstruction, A.G. van Zelms pp. 8-10.</i> (link listed in appendix)++</li> </ul>	<p>the life experiences of free Blacks after the Civil War.</p> <ul style="list-style-type: none"> <li>Students will generate a preliminary list of ideas and reflections, based upon their reading and text-based discussion.</li> <li>Students will build anticipation toward future learning goals.</li> <li>Students will complete a text-based writing activity.</li> <li>Students will begin to determine meaning of subject-specific vocabulary and how words are used in a text.</li> <li>Students will analyze secondary sources.</li> </ul>
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<ul style="list-style-type: none"> <li>• Students will complete a Venn Diagram with their partners, comparing and contrasting the two articles.</li> <li>• Students will share out facts included in their Venn Diagrams.</li> </ul> <p>**A variation of this activity could include a Jigsaw—half the class become “experts” of one article; the other half become experts of the other article. Experts discuss the article in their expert groups first, then pair up with a representative from the other expert group. Students can then share information and complete the Venn Diagram activity.</p> <ul style="list-style-type: none"> <li>• <b>Closure Day 3-</b> Students will complete “Chalk Talk” activity by writing words of reflection on board that describes the main “takeaways” they had from the articles.</li> </ul>	<p>++Additional or alternative articles may be utilized.</p> <ul style="list-style-type: none"> <li>• The teacher will monitor the Venn Diagram activity. The teacher will help students focus on content, as well as elements of writing (such as audience, purpose), if appropriate.</li> <li>• The teacher will display a large Venn Diagram on the board and will then instruct students to write facts from their own diagrams on post-it notes and share them with the class.</li> <li>• The teacher will facilitate the chalk talk activity (this includes making sure that students remain silent and all have a chance to write a word of reflection).</li> </ul>	<ul style="list-style-type: none"> <li>• Students will compare and contrast informational texts.</li> <li>• Students will engage in a time of reflection.</li> </ul>
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<p><b>Days 4-5</b></p> <ul style="list-style-type: none"> <li>• Students engage in an overview of the plans for Edmondson Park and the revitalization process.</li> <li>• Students will utilize the information from the articles, from the Venn Diagrams, from their graphic organizer (Day 1) and from additional research to write a letter to the Nashville City Planning Commission.</li> </ul> <p><b>Closure Day 5 (and possible extension to later presentation days)</b></p> <ul style="list-style-type: none"> <li>• Students will share letters with the class (as time permits).</li> </ul> <p><b>**Possible Extension or link</b></p>	<ul style="list-style-type: none"> <li>• The teacher will facilitate a virtual tour of the Edmondson Park plans, using the link found in the appendix.</li> <li>• The teacher facilitates the following task:  “Students, assume the following scenario: The Nashville Urban Planning Commission has denied the plans to continue with a revitalization of Edmondson Park. Instead, they plan to sell the land to a developer, so that a condominium development can be built. Now that you have read passages relating to American history, lives of free Blacks after the Civil War, and learned about the life and art of William Edmondson, write a letter the Planning Commission explaining either why you support the Commission’s decision or why you think a park should be on the land today.</li> <li>• The teacher should encourage the students to use text-based evidence to support their claims.</li> <li>• The teacher should encourage students to seek additional resources to support their claims.</li> <li>• The teacher will utilize letters as a summative assessment and will provide feedback to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze primary and secondary sources.</li> <li>• Students will introduce and support a claim with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.</li> <li>• Students will present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.</li> </ul>
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<p><b>to World Geography (high school)</b></p> <ul style="list-style-type: none"> <li>Students could review land use maps of the area across various periods of time and analyze the change over time and the impact on both human and physical geography (including cultural and economic implications).</li> </ul>		
<p> <b>Extending the Learning</b> Students could participate in a virtual (or actual) field trip of Edmondson Park, via online resources of park maps and Google Earth images.</p>		

<p><b>Appendices (attach resources used, such as handouts, etc...):</b></p> <ul style="list-style-type: none"> <li>Passages and images of William Edmondson and Thornton Dial: <a href="http://www.riccomaresca.com">www.riccomaresca.com</a></li> <li>13<sup>th</sup> Amendment transcript and primary source image <a href="http://www.ourdocuments.gov/doc.php?doc=40&amp;page=transcript">http://www.ourdocuments.gov/doc.php?doc=40&amp;page=transcript</a></li> <li>“For freed Blacks in the Civil War, Washington was a city of contradictions” <a href="http://www.washingtonpost.com/lifestyle/style/for-freed-blacks-in-the-civil-war-dc-was-a-city-of-contradictions/2011/09/09/gIQAgFzHLL_story.html">http://www.washingtonpost.com/lifestyle/style/for-freed-blacks-in-the-civil-war-dc-was-a-city-of-contradictions/2011/09/09/gIQAgFzHLL_story.html</a></li> <li><i>Hope within a Wilderness of Suffering: The Transactions from Slavery during the Civil War and Reconstruction</i>, A.G. van Zelms pp. 8-10. <a href="http://www.tn4me.org/pdf/TransitionfromSlaverytoFreedom.pdf">http://www.tn4me.org/pdf/TransitionfromSlaverytoFreedom.pdf</a></li> <li>Edmondson Park plans <a href="http://www.nashville.gov/Arts-Commission/Public-Art/Find-An-Artwork/Projects-in-Progress/Edmondson-Park.aspx">http://www.nashville.gov/Arts-Commission/Public-Art/Find-An-Artwork/Projects-in-Progress/Edmondson-Park.aspx</a></li> </ul>
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TOMB STONES  
FOR SALE  
GARDEN ORNAMENTS  
STONE WORK





## WILLIAM EDMONDSON (c. 1870-1951)

**Born** around 1870 in the Hillsboro Road section of Nashville to "foreparents [George and Jane] who were Edmondson and Compton slaves," William Edmondson was one of six children reared by his mother after the death of their father.

After many years of working for the Nashville, Chattanooga, and St. Louis Railroad and the Women's Hospital (Baptist Hospital), Edmondson entered the art world by divine command, according to an article in the Nashville *Tennessean*: "While he lay asleep, God appeared at the head of his bed and talked to him, like a natural man, concerning the talent of cutting stone He was about to bestow. He talked so loud He woke me up. He told me He had something for me." Edmondson was instructed to make chisels and other sculpting tools.



This primitive artist, who began his career by working on tombstones, worked exclusively in limestone, usually from demolished city buildings and curbs from rebuilt streets. Wrecking companies often diverted their trucks to Edmondson's backyard to leave piles of stone at lime or no cost. During fifteen years or more of sculpting, his backyard became filled with "miracles" that were not tombstones but preachers, women, doves, turtles, angels, rabbits, horses, and other "critters" and "miracles."

Five years after he began to sculpt in limestone, Edmondson's competence in art was acknowledged by the art world. Sidney Hirsch, Alfred and Elizabeth Starr, and Louise Dahl-Wolfe were instrumental in uncovering Edmondson's gift of sculpting stone. Dahl-Wolfe, a photographer for Harper's Bazaar magazine, brought Edmondson to the attention of Alfred Barr, the director of the Museum of Modern Art. Barr and some of the trustees expressed interest in a type of painting and sculpture they classified as "modern primitive" and which they applied to Edmondson's art. Thus, Edmondson became the first black American to be accorded a one-man show at the Museum of Modern Art.

Edmondson soon was widely recognized and honored for his sculpture. In 1938, his sculpture was included in "Three Centuries of Art in the United States." On February 11, 1941, he was honored with a one-man show at the Nashville Art Gallery. In 1951, Edmondson was posthumously honored by the Nashville Artist Guild. Edmondson's pieces were included in other exhibitions: Nashville's Peabody College (1951); New York's Willard Gallery; Cheekwood (Tennessee Botanical Gardens and Fine Arts Center) and Lyzon Galleries in Nashville (1964); City College of New York and the LaJolla Museum of Contemporary Art (1967); Willard Gallery and Newark Museum (1971); and a one-man show at the Montclair Art Museum in 1975. The June, 1981, opening of the Tennessee State Museum featured an exhibition and illustrated catalogue of Edmondson's sculptures.

Poor health caused Edmondson to cease sculpting in the late 1940s. On February 7, 1951, he died and was buried at Mount Ararat Cemetery in Nashville. In June, 1979, a park at Seventeenth Avenue, North, and Charlotte Avenue was named in honor of Edmondson. On July 8, 1981, a marker of limestone, which came from the old Commerce Union Building, was unveiled. Sculptor Gregory Ridley carved a dove into the block, above the accompanying

inscription: *This park is dedicated to the memory of the renowned Nashville sculptor, William Edmondson.*

*Linda Wynn*

## Kid-Friendly Informational Writing Scoring Guidelines

		Focus	Content	Organization	Style	Conventions
<b>4</b>	<b>Advanced</b>	You show a clear understanding of what information was required, and who your audience is. You write about one clear topic, and gave many details to support your topic.	You use plenty of details to support your topic. You show a clear understanding of the purpose for writing this piece, and you clearly understand the information.	Your writing is very organized. You use transitions well, and the order of your information makes good sense. This paper is easy to read and understand!	You demonstrate an excellent use of language and your sentence structure. You clearly understand how informational pieces are written, and your tone is clear.	You use a variety of sentence structures. You have very few errors in grammar, usage, spelling, and punctuation. The errors that are there do not make the writing unclear.
<b>3</b>	<b>Proficient</b>	You show an understanding of what information was required, and who your audience is. You write about one clear topic, and included details in most of your writing.	You give the appropriate amount of details to support your topic. You show a good understanding of the purpose for writing this piece, and you understand the information.	Your writing is organized well. Most of your transitions are used correctly, and your order of information does make sense. This paper can be read and understood with very few problems.	You show good control of language and sentence structure. Your writing has many parts that resemble informational pieces, and your tone is clear.	You use a variety of sentence structures. You have some errors in grammar, usage, spelling, and punctuation. A few of these errors may make parts of the writing unclear.
<b>2</b>	<b>Basic</b>	You show a partial understanding of what information was required, and who your audience is. You have a topic, but some of the details do not support this topic clearly.	You give some details to support your topic. You do not demonstrate a strong understanding of the purpose for writing this piece, and you may not fully understand the information written.	Your writing is not very organized. Some of your transitions may be used correctly, but overall the errors make it difficult to understand.	Your use of language and sentence structure makes it difficult to clearly identify tone. You demonstrate some knowledge of how informational pieces are written.	You do not use a variety of sentence structures, and some sentences may be fragments. There are many errors in grammar, usage, spelling, and punctuation.
<b>1</b>	<b>Below Basic</b>	You do not show an understanding of what information was required, and who your audience is. A specific topic is unclear and details are not clear.	You give very few details to support your topic. You do not demonstrate understanding of the purpose for writing this piece, and you do not show understanding of the information written.	Your transitions are not present, or not used correctly. The information is not organized well. This paper is unclear and difficult to understand.	You demonstrate very little control of language and sentence structure, which makes it difficult for the reader to recognize tone. You show little understanding of how informational pieces are written.	Many sentences are awkward or are fragments. There are many grammar, usage, spelling, and punctuation errors. These errors make the paper very difficult to read.
<b>Score:</b>						
				Total Score:	out of 20 possible points	