Unit 1/Week 3

Title: Maya Lin: Architect of Memory

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2, SL.5.3; L.5.1 L.5.2, L.5.3, L.5.4, L.5.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

We can learn from our past struggles and honor those who have served. This story teaches how one can use creativity and innovation to stand up for what you believe in.

Synopsis

This is an informational article about a woman named Maya Lin who has designed monuments around the country honoring historic events.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Read the first paragraph on page 64. Use context clues to define the word, *habit,* in the first sentence. What do Maya Lin’s habits tell you about her? | Habit, in the first sentence, means her way of doing things. I know this from the examples in the text: “stayed away from crowds--and limelight”, “she stayed behind tinted windows”, she likes “standing back quietly.She is shy, humble, and does not like to be center stage. |
| Why was the Civil Rights Memorial built? (pg. 64) | The memorial honors those who died fighting for equality during the Civil Rights movement. |
| Reread the last sentence on page 64: “At last he’s being recognized.” What does the author mean by “at last”? Use evidence from the text to explain your answer.  | It took a long time for our country to remember and honor those that fought for equality and Civil Rights. Many people died doing this. “At last” shows that “finally” people of all diverse backgrounds are recognized for their fight, and it emphasizes the idea that this took a long time to happen. |
| How has the Vietnam Memorial been received by people? (pg. 65) | Veterans were angry at first calling the memorial “black gash of shame.” After time it touched people, with the names engraved in stone of the veterans, honoring those that died. |
| What are the skills that Lin possesses that makes her a good architect? (pgs. 65-66) | Being a good problem-solver, mathematician, patient, aware and sensitive. |
| Based on what this text in particular tells us, why is being a good problem-solver an important quality to have as an architect? Use evidence from the text to support your answer. (pg. 65-66) | “If you present me with a problem, and if I like it and think I can work with it, I’ll do it.”Not only is she driven to solve a problem quickly, but also thoughtfully, thoroughly, and carefully. |
| Where did her ideas come from for the Civil Rights Memorial? (pg. 66) | She researched the Civil Rights Movement, and she was influenced by Dr. Martin Luther King’s “I Have a Dream” speech. The following quote was important to her.“We will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.” |
| Read the Dr. Martin Luther King quote on page 66, “We will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.” Break this quote into two sentences and explain its meaning in your own words.  | We will not be happy until everyone is treated fairly. When all people do what is right. |
| Maya Lin incorporates the senses into her architecture. Find details that support this idea in the text. (pg. 66)Why does she want to involve all the senses? (pg. 67)How does the illustration on page 67 bring the idea of senses to life? | In North Carolina she made a park, the sculptures were trees. “I’m trying to make people to become involve with the piece on all levels,” Lin said. “With the touch and sound of the water, with the words, with the memory.”The Civil Rights Memorial she incorporated water for the sense of touch to be ignited. |
| Why are memories of the past important to Lin? (pg. 67) | Because she learns from them. |
| What does the significance of the quote, “If you don’t remember history accurately, how can you learn” tell you about Maya Lin? (pg. 67) | She is very involved in making sure she has the correct facts so that we can learn the truth about our past . |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text |  | Page 64 - Exhibits, recognized, limelight, granitePage 65 - Dedicated, veteransPage 66 - SpheresPage 67 - Disc |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 64 - Habit, at last  | Page 64 - Tinted, site, equality, memorial, architect(this word does come up on page 64, but students can use context clues to get meaning on pg. 65)Page 65 - Artifacts, architecturePage 66 - RighteousnessPage 67 - Quest, inscribed, landmark |

Culminating Task

* Re-Read, Think, Discuss, Write

*The title of the article is “Maya Lin, Architect of Memory.” Based on what you have learned from the text itself and from discussions, in one well-developed paragraph, explain what “Architect of Memory” means. Use specific details from the story to support your answer.*

Answer: Answers may vary. In general, she uses her creativity and skills to create permanent objects, monuments or memorials, to remember and honor the past. “I like standing back quietly, “ Lin said. “You create your message, and then it is out there on its own.” When visitors visited the Civil Rights Memorial, “Some visitors reached out to touch the names of loved ones…their faces were wet with tears.” One visitor shared, “I’m so thankful…” about her husband, “At last he’s being recognized.” Lin’s memorial gave people a chance to grieve, and honor those that had died fighting for equality during the civil rights movement, creating that specific “Architect of Memory” allowed for this to happen. Lin’s Vietnam Memorial did not present any artifacts of the Vietnam era. This allowed visitors to truly begin the “process of healing after years of bad feelings over the war.” This simple “Architect of Memory” “…made it possible for the country to come together and honor those who had served.”

Additional Tasks

* Have students do the extended learning practice on Page 68, “A Salute to Servicewomen.” There are 5 multiple-choice questions on page 69. (Suggestion: Have students work in small groups to grapple with questions, citing evidence from text. Then have a whole group share out.)

Note to Teacher

* Possible cognates to be aware of for English Learners: (memory, memorial), (architect, architecture), (design), (dedicated)
* Text dependent questions can be designed around captions and photographs as well. Informational text allows for this opportunity to occur.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.