

NYCDOE Magnet Program District 25 & 28



ASPIRES JHS185 Magnet School

Grade 6 ELA

Essential Question: How can we describe a person's identity through architecture?

Suggested Time Frame: 7 weeks

Theme: Architecture

Stage 1- Desired Results	
Standards-Based Learning Goals: Students will learn reading comprehension and expository essay writing strategies as they learn how a person’s identity is constructed similarly to that of an architectural structure.	
Concepts	
Big Ideas for this Unit: Identity is constructed and influenced by multiple factors, and is unique to each person.	Magnet School Theme: Architecture Relevant/Connected Big Idea: Identity is constructed similarly to buildings; there is a foundation, a support system, an interior and exterior design or façade, a purpose, and landscaping. Each element influences and is essential to the overall structure.
Enduring Understandings: Students will understand that there is a combination of elements that make up a person’s identity.	Overarching Essential Question: How can we describe a person’s identity through architecture?
Content and Skills	
<p>Content (nouns): Students will know...</p> <ul style="list-style-type: none"> • To use textual evidence to make an educated prediction • How to revise their predictions • 3 types of connections that readers make: T2T, T2S, T2W • Important information to include in a summary • 4 Types of questions that readers ask • How to Sketch and Stretch • Def. of visualizing/why it is important • Definition and examples of character traits • Characters change in a short story from beginning to end • How to compare and contrast two characters using textual evidence and a venn diagram • How to define an unknown vocabulary word using context clues • The five steps of the writing process • The elements of an expository essay including the components of the opening, body, and concluding paragraphs • Frank Lloyd Wright, Frank Owen Gehry • A building’s identity is similar to a person’s identity; exterior, interior, 	<p>Skills (verbs): Students will be able to...</p> <ul style="list-style-type: none"> • Complete a prediction chart using textual evidence • Revise their predictions • Make 3 types of connections as they read • Write a summary of a short story using the “Somebody Wanted But So Then” model • Classify questions that readers ask • Complete a sketch and stretch chart • Visualize as they read • Identify character traits for characters in a short story using textual evidence • Identify how characters change throughout a short story • Compare and contrast two characters, using a venn diagram • Define unknown vocabulary using context clues • Complete the five steps of the writing process • Write an expository essay including the opening, body, and concluding paragraphs • Identify possible character traits in an architect by analyzing their designs • Identify a building’s and person’s identity using 4 components- exterior, interior, purpose and

purpose, foundation	foundation or support
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Stage 2- Culminating/ Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

G- (goal) Students will produce a written and visual component for the summative assessment. They will write an expository essay in which they clearly answer the essential question, “What defines your personal identity?” They will explain their exterior identity (physical appearance), their interior identity (character traits), their purpose (dreams and goals), and their support or foundation (friends and family). For the visual component, students will design either a building that reflects their personal identity or will design a stained glass window for a building that tells the story of their identity.

R- (role) Students will become famous architects, designing a structure to be built in their community or will become famous artists, designing a stained glass window that tells the story of their lives. These designs will serve as a standing tribute to their work as famous artists and must be accepted by the community board that requested the design.

A- (audience): Members of a community board who will be accepting the building or stained glass window as a tribute to the famous architect or artist.

S- (situation): Students are famous architects or artists who have been asked to design a building or stained glass window that represents their identity. Their design will be viewed by the public and will be a tribute to their lifelong work as creative artists in their community.

P- (purpose and product): The purpose of this assessment is to demonstrate student understanding of the components of their identity, and to demonstrate their ability to express these components in an expository essay. Students will also demonstrate their ability to visually represent their ideas in either a sketch or model of their structure, or a sketch of their stained glass window.

S- (standards for performance)

Student Task

Attention Students:

You are a famous architect. The community in which you live and work would like to honor your lifelong achievements in building and design. The community board has asked you to design a building that represents your personal identity. They would like you to share your exterior identity, interior identity, purpose, and support or foundation as represented in a structure. They have requested that you present your design in either a sketch or small model. If you do not wish to design a building, they have also suggested that you may create a stained glass window that tells the story of your personal identity. If this is your preferred choice, they would like you to present them with a colorful sketch of the window. This window must be clearly representative of your exterior and interior identity, along with your purpose and support or foundation.

Additionally, the community board has requested that you provide a written explanation of the four components of your personal identity so that they may display this somewhere in the building you design as a tribute to your unique self.

Good Luck in your designing and remember, the community board wants this project to truly represent YOU and no one else.