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| **Analyzing an Author’s Style:**  **Macaulay’s Unique Way of Explaining a Complex Process** |
| **English Language Arts, Grade 7** |
|  |
| In this three-week unit, students read David Macaulay’s *Cathedral: The Story of Its Construction* and analyze how he uses words and images to depict the complex process of architectural design and construction. After a close reading in which students analyze how Macaulay has organized his text, they compare his book to works on cathedral building by other authors to determine how Macaulay’s approach differs from the others. In order to develop a thesis about his style as an author, they scan a collection books he has written and illustrated to find commonalities among them. They apply their learning by planning, drafting, writing, and revising an essay on Macaulay’s style as an author of literary nonfiction.  *Model Curriculum Units include lesson plans, embedded performance assessments, and resources. In using these units, consider the variability of learners in your class and adapt as necessary.* |

This document was prepared by the   
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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS:**  **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)  **CCSS.ELA-Literacy.Literacy.RI.7.3** Analyze the interactions of individuals, events and ideas in a text (e.g., How ideas influence individuals or events of how individuals influence ideas or events).  **CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of ideas.  **CCSS.ELA-Literacy.RI.7.7** Compare and contrast a written text to an audio, video, ormultimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  **CCSS.ELA-Literacy.RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.  **CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content  **CCSS.ELA-Literacy.W.7.2a** Introduce a topic clearly, proving what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  **CCSS.ELA-Literacy.W.7.2e** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  **CCSS.ELA-Literacy.W.7.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.  **CCSS.ELA-Literacy.W.7.6** Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as interact and collaborate with others.  **CCSS.ELA-Literacy.SL7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others’ ideas and clearly expressing their own.  **CCSS.ELA-Literacy SL.7.1a** Come to discussionsprepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) | **Transfer** | |
| **Students will be able to independently use their learning to…**   * To understand the power of words and images to transform lives and provide insight into the experiences of others and an understanding of cultures and historical periods. * Communicate ideas effectively in writing to suit a particular audience and purpose. | |
| **Meaning** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  **U1** Good readers recognize when they do not understand words and choose the best strategy to help them define the words.  **U2** Convincing arguments and explanations have strong claims that are supported by relevant and specific evidence and logical reasoning.  **U3** Authors develop a distinctive style over time by making conscious choices about subject matter, point of view, organization, and language.  **U4** Writing a blog is a way to publish ideas so that others can read them, add comments, and sometimes provoke new ideas. | **ESSENTIAL QUESTIONS Q Q**  **EQ1** What can I do if I don’t understand a word or phrase while reading?  **EQ2** What makes an argument or explanation convincing?  **EQ3** How do authors develop a distinctive style of writing and illustration?  **EQ4** How can I use various media to help me academically? |
| ***Acquisition*** | | |
|  | ***Students will know…* K**  **K.1** Strategies for determining the meaning of words, includingdifferent types of context clues, common prefixes, suffixes, and roots, and the use of reference materials  **K.2** Strategies for developing a convincing argument or explanation, such as a Claims-Evidence-Reasoning (C-E-R) procedure or chart.  **K.3** The definition of *style*: a writer’s unique way of communicating ideas; the way a particular piece is written, which includes not only *what* is said, but *how* it is said.  **K.4** The parts of a literary analysis essay – introduction(hook, thesis), body paragraphs with topic sentences, supporting textual evidence and explanations of the supporting evidence, and conclusion  **K.5** What a blog is and how it can help a writer. | ***Students will be skilled at…* S**  **S1** Choosing from amonga variety of strategies to help them determine the meaning of unfamiliar vocabulary while reading.  **S.2** Supporting claims (literal and inferential) with textual evidence and logical reasoning.  **S.3** Determining an author’s style by analyzing several of his or her works and coming to a conclusion about how the author chooses and organizes subject matter; and uses literary elements and language.  **S.4** Clearly explaining an analysis of a text using supporting textual evidence.  **S.5** Posting an entry to a blog and learning from others by reading their comments. |
| **Stage 2 - Evidence** | | |
| **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)** | | |
| **Standards this CEPA assesses:**  **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)  **CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of ideas.  **CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content  Students will write a literary analysis essay explaining the elements of Macaulay’s unique writing style as evident in his book, *Cathedral*. | | |
| **Evaluative Criteria** | | |
| * Ideas are original and focused, and demonstrate insightful analysis of the text. * Organization is apparent –   + There is an engaging introduction with a hook, bridge and thesis.   + Clear topic sentences with key words from the thesis   + Sufficient background information to introduce quotations   + Specific and relevant supporting quotations   + In-text citations using MLA formatting   + Explanations of how evidence supports the thesis using key words from the quotation and the thesis   + There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation.   + Accurate use of transitions * Writing demonstrates audience awareness. * The tone of the writing is authoritative, knowledgeable, credible or formal. * The writer chooses words that are precise and create clarity for the reader. * The writing has sentence variety with a combination of simple, compound and complex sentences and uses active voice. * Length and complexity of essay provide opportunity for student to show control of Standard English conventions such as spelling, punctuation, capitalization, grammar and usage. * The essay is easy to read and there is a proper heading. | | |
| **OTHER EVIDENCE:** OE  **CCSS.ELA-Literacy.RI.7.3** Students complete an analysis of their own fashion style as choices they make about clothes and an emerging understanding that an author’s style reflects deliberate choices he or she makes in the course of writing.  **CCSS.ELA-Literacy.W.7.6** Students will write a blog on how the medieval people were able to create a cathedral without modern technology.  **CCSS.ELA-Literacy.RI.7.1 and CCSS.ELA-Literacy.RI.7.3 Students** will complete 31 close reading questions on *The Cathedral*.  **CCSS.ELA-Literacy.RI.7.5** Students will compare the stylistic elements of two informational texts on how to build a Gothic cathedral to the elements found in *Cathedral* in order to make a judgment about Macaulay’s style.  **CCSS.ELA-Literacy.RI.7.5** Students will analyze two other Macaulay’s texts for the stylistic elements found in *Cathedral* in order to confirm assumptions made about Macaulay’s style after reading *Cathedral*.  **CCSS.ELA-Literacy.W.7.2** Students will complete a graphic organizer and draft of their literary analysis essay that will get feedback from a peer. | | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***   1. **What is style?** How does an understanding of style in fashion transfer to an understanding of what makes up an author’s style? 2. **Viewing How Cathedrals Were Built** An introduction to cathedral construction through viewing a video. 3. **Reading How a Cathedral Was Built** Students do a close reading of David Macaulay’s *Cathedral*, with questions on the whole text. 4. **How is Macaulay’s Style Unique?** Compare and contrast three texts on how cathedrals were built: *Cathedral*, “Middle Ages Technologies” and “Building a Cathedral 5. **Verifying Conclusions about Macaulay’s Style** Students analyze two other Macaulay texts in order to confirm conclusions they made about Macaulay’s style after reading *Cathedral*. 6. **Curriculum Embedded Performance Assessment: Analyzing Macaulay’s Style** Students will write an essay analyzing Macaulay’s style using evidence from *Cathedral* and other books. | | |
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**Instructional Tips/ Strategies/Notes for Teacher**

* View at least the first 36 minutes of the video several times before presenting it to the class. Be ready to stop the video at the specified points, as the video moves fairly quickly, and then restarting it after students have had a minute to respond.
* Look for varied student reactions/evidence as they fill in the handout.
* Plan a way for students to finish the worksheet outside of class if necessary:
* Post it on a school website or an online homework site, or
* Set it up for viewing during a study hall in the library or other appropriate room.
* Collect the papers/journals and read them.

*General Notes and Resources*

This unit focuses on the concept of author’s style, using as its case study David Macaulay’s *Cathedral*, a book that is at once complex and simple. His narrative explanation of the building of a cathedral in a medieval fictional French village is straightforward and elegant. As the work unfolds, the reader finds a complex interplay of text and architectural illustration that presents the story of how hundreds of craftsmen, motivated by the common goal of building “the longest, widest, highest, and most beautiful cathedral in all of France,” transformed the landscape of their village.

In this unit teachers engage students in reading and understanding the book by showing images of cathedrals and a video on cathedral construction, and by encouraging students to find local examples of Gothic architecture – buildings of stone with high, pointed arches, towers, and stained glass windows – in their community. Answering text-dependent questions helps students pay attention to details in the text and in the illustrations. The practice of close reading, in turn, helps students develop an emerging concept of Macaulay’s style. Thus, while students build background knowledge about medieval architectural technology, their primary task is to articulate the author’s purpose and explain how he accomplishes it.

Macaulay’s book, *Cathedral*, may not be one every student picks up automatically to read, but it is a masterpiece of research, of writing, and of illustrating. With successful completion of the unit, students will have analyzed Macaulay’s choices and his writing style. They will be better equipped to understand other author’s choices and styles in the future.

Analyzing an Author’s Style:

Macaulay’s Unique Way of Explaining a Complex Process

Lesson 1: What is Style?

**Brief Overview of Lesson:** Students read a text about style in fashion and then have a discussion about the meaning of style in teen fashion – the choices a person makes about how to dress to express themselves. A style in clothes is similar to a style in writing: the sum of the choices an author makes about how to write in order to convey his or her message. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** none

**Estimated Time:** 50 minutes

**Resources for Lesson:**

Three suggested articles on teen fashion and school uniforms (or substitute your own on teen fashion):

* Approximately on-grade level article: *School Uniforms: Awful or Awesome?* (Scholastic Scope: November 11, 2011) [http://www.meridianschools.org/EMS/Staff/LP/Lewis/AssignmentsInformation/School%20Uniforms%20Awesom e%20or%20Awful.pdf](http://www.meridianschools.org/EMS/Staff/LP/Lewis/AssignmentsInformation/School%20Uniforms%20Awesome%20or%20Awful.pdf)
* Approximately above-grade level article: *Fashion Police?* [*http://upfront.scholastic.com/news/2011/12/fashion-police*](http://upfront.scholastic.com/news/2011/12/fashion-police)
* Approximately below-grade level article: *Fashion Police: Should students have the right to wear what they want to school? (Scholastic News: May 6, and May 13 issue, 2013)* [*http://sni.scholastic.com/SN5/05\_06\_13\_SN5/book#/4*](http://sni.scholastic.com/SN5/05_06_13_SN5/book#/4)

4)Student Worksheet Lesson # (optional) 1*: What’s your style?* (See resources at end of lesson.)

**Unit:** Analyzing an Author’s Style: Macaulay’s Unique Way of Explaining a Complex Process

**Content Area/Course:** ELA Grade 7

**Lesson # 1 and title:** Lesson 1: What Is Style?

**Time (minutes):** 50 minutes

**By the end of this lesson students will know and be able to:** Observe, analyze, and define what ‘style’ is and how it involves ‘conscious choices’ and apply this knowledge as a ‘transfer skill’ to writing.

**Essential Question(s) addressed in this lesson:**

**EQ3** How do authors develop a distinctive style of writing and illustration?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

**CCSS.ELA-Literacy SL.7.1a** Come to discussionsprepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

**Instructional Tips/ Strategies/Notes for Teacher**

* Introduce the lesson and reading with an open-ended question: “What is style?” and segue into “What can have style?” The teacher can ask students, “What is my style? Or “What is my clothing style?” Keep in the forefront that style involves ‘*choices’*.
* The article can be an in-class ‘read aloud’, independent in-class silent read, or a homework assignment as prep for next-day class discussion/lesson.
  + Purpose for reading – Students will annotate the article while they read in preparation to discuss the following questions: *What can someone’s choice of clothing ‘style’ reveal about a person, if anything? Can ‘style’ be risky? Who decides on style? How do students and school* *authorities in the articles view appropriateness of ‘style’ differently?*
* It is key to have students, when reading an article, interact with the text by using a familiar form of note-taking or annotating.
* “Think, Pair, Share” is a strategy in which students think individually about a question, share their ideas with a partner or small group, and share their idea with the class if called upon.
* The point of the conversations is for students to understand that style has to do with their choices – choosing one color or kind of clothing over another. Facilitate this concept in the discussions.
* Note that the Student Worksheet, *What is Style?* is optional. It is a survey that can help the class members tally their ideas.
* Be sure to connect ‘style’ choices people make in fashion to ‘style’ choices authors make in writing. Tell students that in this unit they are going to analyze the choices the author David Macaulay makes in his book *Cathedral* and try to explain his style.

**Anticipated Student Preconceptions/Misconceptions**

* That ‘style’ is mainly applied only to fashion/clothing, hair, or music.
* That there is one best style to be emulated.

**Lesson Sequence:**

**Lesson Opening:**

* Write ‘Style’ on the board or white board in large letters.
* Ask students, “What is it?”
* Have students use the Think, Pair, Share strategy (see Tips) and come up with brief definitions to share with the class.
* Hand out the optional Student Worksheet Lesson, “What is Style?’ and have students fill it out in class.
* Optional: post tally of results. Discuss/note trends.

**During the Lesson:**

Class reads the article assigned. The teacher can organize this portion of the lesson in different ways.

* + Everyone reads the article on grade level (see Resources, above) and students meet in small groups to answer the questions.
  + The teacher reads with one small group, while other students read one or two other articles and answer the questions.
  + The teacher divides the class into three groups to read the three different articles and answer the questions.

**Lesson Closing:**

Discussion questions:

* + What can someone’s choice of clothing ‘style’ reveal about a person, if anything?
  + Can ‘style’ be risky? Who decides on style?
  + How do students and school authorities in the articles view appropriateness of ‘style’ differently?
* Have groups report their answers and give textual evidence from the articles.
* Revisit the class’ definition of style and see if they want to revise the definition. Be sure to connect ‘style’ choices in fashion to ‘style’ choices in writing and come up with an agreed upon definition of style that includes the concept of choice.
* Tell students that in this unit they are going to analyze the choices the author David Macaulay makes in his book *Cathedral* and try to explain his style.

**Preview outcomes for the next lesson:**

Students will view a video and learn facts about how cathedrals were built in medieval times in preparation for reading the book, *Cathedral*.

**Formative assessment:**

* Check for understanding on what ‘style’ is after the reading.
* Produce class definition on what style is and how it could apply to writing.

*What’s Your Style ? -* A Survey

*Circle your answer and/or write short answer.*

1. What are your two favorite color(s) in clothes and fashion? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What kind of shoes do you usually wear to school? (Examples: sneakers, sandals, boots …) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is *your* style? (It’s possible your style is completely ‘*you*’ or ‘*individual*’. There’s no need to put a label on yourself and you may also be a combination of styles.): Examples: *athletic, casual, classic, emo, goth, grunge, hip hop, hippie, individual/just me, preppy, punk, rock star, skater, trendy, vintage, or ‘a choice not listed’:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Are you influenced by fashion trends? a) Absolutely; b) Sometimes; c) Hardly ever/not really; d) Never; e) I don’t pay attention to trends. Briefly explain, if needed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Circle one: Is it easy, challenging, frustrating or difficult for you to choose what to wear each day? Why or why not (Briefly explain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Analyzing an Author’s Style:

Macaulay’s Unique Way of Explaining a Complex Process

Lessons 2 and 3: Viewing How Cathedrals Were Built

**Brief Overview of Lesson:** This lesson builds background knowledge for students before they closely read Macaulay’s *Cathedral*. It is meant to help motivate students and provide them with information that will make their reading more familiar and understandable. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** None

**Estimated Time:** 90 minutes

**Resources for Lessons:**

* Access to show NOVA’s “Building the Great Cathedrals”: <http://video.pbs.org/video/1619317222>
* Classroom blog, set up previous to lesson, on a free, safe web site (such as <http://kidblog.org/home/> or the school intranet
* Teacher Resource Sheet in Lesson Resources
* Student Worksheet in Lesson Resources

**Unit:** Analyzing an Author’s Style: Macaulay’s Unique Way of Explaining a Complex Process

**Content Area/Course: English Language Arts, Grade 7**

**Lessons 2 and 3**: Viewing How Cathedrals Were Built

**Time:** 90 minutes, split into two class periods

**By the end of this lesson students will know and be able to**

Identify and explain in a blog, or on paper, at least four techniques people used in medieval times to build cathedrals. Students will use evidence from the video to support their answers.

**Essential Question(s) addressed in this lesson:**

**EQ4** How can I use various media help me academically?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**CCSS.ELA-Literacy. RI.7.1** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

**CCSS.ELA-Literacy.RI.7.3** Analyze the interactions of individuals, events, and ideas in a text (e.g., how ideas influence individuals or events of how individuals influence ideas or events).

**CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison, contrast, and cause/effect; include text features (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
6. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CCSS.ELA-Literacy.W.7.6** Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as interact and collaborate with others.

**Instructional Tips/ Strategies/Notes for Teacher**

* View at least the first 36 minutes of the video several times before presenting it to the class. Be ready to stop the video at the specified points, as the video moves fairly quickly, and then restarting it after students have had a minute to respond.
* Look for varied student reactions/evidence as they fill in the handout.
* Plan a way for students to finish the worksheet outside of class if necessary:
* Post it on a school website or an online homework site, or
* Set it up for viewing during a study hall in the library or other appropriate room.
* Collect the papers/journals and read them.
* As an enrichment activity, students can watch the rest of the video to answer the question, “How did numbers and the Bible influence the height of the Gothic cathedral?”
* This unit can be completed without a blog but create one if possible. Consider the increased engagement for students if they can post their ideas online.
* Set up a way for each student to write on a computer or other digital device, if appropriate.
* “Blog” is a portmanteau of “web” and “log.” It includes writing using a computer or other internet-ready device and posting one’s ideas on the web.
  + People write blog entries as a means of expressing themselves. In school, a blog expands a student’s (or teacher’s) audience and sets up a way to get responses from others beyond the classroom. Here, students will use the blog (or journal) to reflect on their own learning.
  + Anything that can be written with pen and ink or typed on a computer or tablet can be posted in a blog: summaries, comments, reflections, memoirs, diary entries, and so forth.
  + Graphics and illustrations can be posted as well, as long as students comply with copyright regulations. Go to the original page for an image and read permission needed for an image.
  + For a further explanation of blogging in education, search online or go to: <http://support.scoilnet.ie/w/images/0/0f/BloggingIntroduction.pdf> (Note: you may have to copy and paste this URL into a search engine if the link does not respond.)

**Anticipated Student Preconceptions/Misconceptions**

* Students may not know that Gothic architecture exists near them in this country. Search online – or have students search on their own time – for examples of buildings that are Gothic in design.
* Some students may come to this unit with the notion that blogging is solely for social reasons, that is, that content is not the important element. Blogging here is for academic purposes, to reflect on one’s learning, support those reflections with detail and insight, and respond thoughtfully to others’ ideas.

**Lesson Sequence**

**Lesson Opening:**

* Distribute student worksheet to individuals and seat them so they can easily see the screen.
* Prepare the NOVA video for viewing, including moving the cursor through the brief advertisement at the beginning, if desired.
* Give students the purpose for viewing, which is to answer the question: **How did people build Gothic cathedrals without modern technology?**

**During the Lesson:**

* Start the video and be ready to stop it at the specified points listed on the worksheet. Give students a moment to answer the questions briefly in note or other form familiar to them.
* Discuss whether it was difficult for students to access the information with one viewing. Ask what skills they might use to help themselves in a similar exercise in the future.
* Continue showing the video, stopping at the specified points, and having students fill in worksheet until they are done. Discuss skills students used to help them understand information in one viewing.

**Lesson Closing:**

* Introduce blogs to students, and ask for their experience with blogs they have read or responded to or written themselves.
* Set up students at computers or other devices and have them open their blog site.
* Students consolidate their notes from viewing the video into a blog that answers the question and includes any commentary about the achievement of cathedral builders.
* Students post their blogs so that the teacher can read these entries. Use your discretion about opening up the blogs to other students’ responses.

**Preview outcomes for the next lesson:**

Students will use the introductory lesson to assist them as they closely read Macaulay’s *Cathedral*.

**Formative assessment:**

Read student answers to the question in order to see if students understand the important characteristics of Gothic architecture. Post a comment to each blog on the writer’s use of detail. Students will be scored using the following criteria:

* The blog entry demonstrates an understanding of the video because it clearly answers the question and it contains many if not all of the main innovations that medieval people used to build the cathedrals.
* The blog is written clearly using Standard written English.

**Lessons 2 and 3: Viewing How Cathedrals Were Built**

Teacher Resource Guide for Video Viewing

Access the video at: <http://video.pbs.org/video/1619317222>.

Stop the video at the following points to allow students to record their thoughts. Students will then post their ideas in a blog (or on paper, as appropriate) and they will comment on each other’s blogs, if desired.

Before viewing the video all students are shown the guiding question –

**How were the people able to build the great Gothic cathedrals without modern technology?**

1. Begin the video at 1:41 and stop it at 9:17. Give students a chance to record their thoughts.
   1. At this point possible answers will be they used **manual labor** to quarry and cut stones, lift stones using the squirrel cage and create mortar to cement stones together. They also used the weight of the stones themselves to keep the stones in place.
2. Restart the video and **stop it at 9:17**. Stops it again at 16:11.
   1. At this point possible answers would be that medieval people used wooden frames to build pointed arches in cathedrals with tall ceilings and many windows.
3. Restart the video at 16:11 and **stop it at 26:36**.
   1. At this point students will possibly answer that the medieval people invented the **flying buttress** to support the weight of the stress line of the pointed arch.
4. Restart the video at 26:36 and **stop it at 34:18**.
   1. Possible answers now are that the medieval people invented **the ribbed vaulted ceiling** to allow for the many stained glass windows of the Gothic cathedral.

\* Before students read pages 60 and 61 of *Cathedral*, teachers may also decide to have students view the video from 34:18 to 37:50. This part of the video shows how they made the stained glass windows.

Analyzing an Author’s Style

Viewing How Cathedrals Were Built

Student Worksheet – Lessons 2 and 3

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Carefully view the Nova video“Building the Great Cathedrals” in order to answer the following question**:**

Notes with possible answers from 1:41 – 9:17 of the video.

Notes with possible answers from 9:17 – 16:11 of the video.

Notes with possible answers from 16:11 – 26:36 of the video.

Notes with possible answers from 26:36 – 34:18 of the video.

Analyzing an Author’s Style

Lessons 4-8: Reading about How Cathedrals Were Built

**Brief Overview of Lesson:**

Students read David Macaulay’s *Cathedral* and answer questions requiring them to cite evidence from the text for support for their answers. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Knowledge of building a cathedral from viewing a video in Lessons 2 and 3

**Estimated Time:** five, fifty-minute periods

**Resources for Lesson, all at the end of the Lessons, except for the Macaulay book:**

* Student set of individual copies:
* *Cathedral* by David Macaulay
* David Macaulay’s *Cathedral*: Close Reading Student Worksheet (without answers)
* *OPTIC: Analyzing Illustrations*, at the end of the lesson
* Optional Oral Discussion protocol for assessing class participation
* For the Teacher
* Teacher’s copy of the book and copy of David Macaulay’s *Cathedral*: Close Reading Guide for Teachers (with answers)
* For Lesson 6, find online an image of a Romanesque cathedral
* For Lesson 7, prepare the video at <http://video.pbs.org/video/1619317222> again and start it at 16:11
* For Lesson 8, those students writing blogs will post another blog
* For Lesson 8, with time, show the video at <http://video.pbs.org/video/1619317222> again starting at 34:18 and show it through 37:50 where it shows how stained glass windows are made.

**Unit:** Analyzing an Author’s Style: Macaulay’s Unique Way of Explaining a Complex Process

**Content Area/Course: English Language Arts, Grade 7**

**Lessons 4-8:** Reading about How Cathedrals Were Built

**Time (minutes):** approximately one week of five 50-minute periods

**By the end of this lesson students will know and be able to:**

Answer content-specific questions and cite evidence from *Cathedral* to support their answers after reading the text closely.

**Essential Question(s) addressed in this lesson:**

**EQ1** What can I do if I don’t understand a word or phrase while reading?

**EQ2** What makes an argument or explanation convincing?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

**CCSS.ELA-Literacy. RI.7.1** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

**CCSS.ELA-Literacy.RI.7.3** Analyze the interactions of individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

**CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of ideas.

**CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-Literacy.RI.7.7** Compare and contrast a written text to an

audio, video, ormultimedia version, analyzing each medium’s

portrayal of the subject (e.g., how the delivery of a speech affects

the impact of the words).

**CCSS.ELA-Literacy.SL7.1** Engage effectively in a range of

collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on *grade 7 topics, texts, and issues,* building

on others’ ideas and clearly expressing their own.

**Instructional Tips/ Strategies/Notes for Teacher**

* Before the lesson begins, search the web for a colorful image of a Gothic cathedral and prepare to show it to the class.
* Close reading of a text suggests students are reading, rereading, answering questions, and citing evidence from the text for their answers. The point of this kind of exercise is for students to practice wrestling with difficult text and to develop skills for understanding it.
* The teacher may want to copy the one-page glossary of technical terms from the final page of *Cathedral* for students to reference as they read the text. Having the copy of the words will help the students refer to them without constantly turning back to the end of the book while reading. Also, the struggling readers can highlight words as they come across them while reading and this may also aid in comprehension.
* Perhaps all students should be paired at the beginning of the week, then answer questions individually later in the week.
* If using the Oral Discussion Guide for students, the teacher may want to model it before the students actually do it themselves. The teacher can model each of the sentence stems and how to participate in the group discussion using evidence to support their claims.
* The teacher may also want to use some device to identify the speaker, such as a talking stick, to make sure only one student speaks at a time.
* Students should also be correcting any misconceptions that come to light because of the Oral Discussion Guide.
* The teacher may also decide to do the graded oral discussion as a “Fishbowl” activity in which a smaller group of students discusses their answers about the text, while the larger group observes and takes notes.
* Students participating in the “Fishbowl” should be adding any interesting insights about the text to their original answers from the Oral Discussion Guide.
* If the table arrangement for student responses to Cathedral looks difficult to use, transfer the questions to another document. Be sure to have students cite the evidence that supports their answers through the exercises in Lessons 3-8.

**Anticipated Student Preconceptions/Misconceptions**

Students may think that *Cathedral* will be easy to read because it has so many illustrations, or they might decide that the text is too difficult to understand by themselves. Encourage them to use the reading and monitoring skills familiar to them (chunk the text and summarize frequently, sketch, ask/answer questions of self, reread, use illustrations…) and evaluate which strategies help them the most. Perhaps review the skills you have modeled and they have used in the past.

**Lesson Sequence**

**Lesson 4**

**Lesson Opening:**

* Display the online image of a cathedral you selected (see Instructional Tips in Lesson Overview) and ask students what parts or processes they remember from the video they watched.
* Distribute copies of the book to individuals and explain that students will take a closer look at how Gothic cathedrals were built in medieval times.
* Have students preview the book, including the glossary, and give general impressions (lots of illustrations, not a lot of words…).
* It will be useful to have students number the pages of the books by hand, since many of the printed pages are not numbered.

**During the Lesson:**

* Student pairs read (and reread as needed) pages 5 and 6 together, then answer questions 1-3 in their own words on the Student Worksheet.
* Students cite specific evidence and page numbers from the text to support their answers.
* If using the Oral Discussion Guide, following this lesson, call on students to orally answer questions 1-3 and support their answers with evidence from the text.
* Encourage other students to add their ideas and evidence.
* For Question 4, hand out the “OPTIC” Analyzing Illustrations” sheet found after the Close Reading Teacher Guide at the end of the Lesson.
* Introduce the acronym for analyzing illustrations and diagrams.
* Guide students through answering Question 4 on the Close Reading Student Worksheet (See Close Reading Teacher Guide for possible responses.)

**Closing the Lesson**

* Students fill in the answer to Question 4 on the Close Reading Worksheet and discuss what they have found as a class.

**Lesson 5**

**Opening the Lesson:**

* Ask students to explain the OPTIC acronym and alert them to the fact that they will be using it again several times as they are reading the book.
* Review pages 8 and 10-11 with students and ask them to explain what they see the craftsmen doing and the tools that they are using.

**During the Lesson:**

* Student pairs read pages 7-17 individually or in pairs as needed, and answer questions 5-10, also in pairs as needed, on the Close Reading Student Worksheet.
* Encourage students to reread sentences and phrases to understand them.
* Remind students to use the glossary.
* Encourage students to create questions of their own to ask the class.
* Students stop at page 17 and prepare to ask and answer questions orally for the class, checking page citations and information if they finish early.
* Ask volunteers to explain their answers and reasons for them as the class reviews the pages cited.
* If convenient, students finishing before others might watch the video again or watch the end of the video.

**Closing the Lesson**

* Ask students about the strategies they used to understand the information in the pages they read. Tally the results on a chart as a reminder through the close reading lessons.
* Ask students to compare information presented in the book and that presented in the video.

**Lesson 6**

**Opening the Lesson:**

* Review with students the floor plan of the cathedral on page 12.
* The Romanesque crypt (burial) in the center is the older construction and kept beneath the new construction.
* Show an image online, if possible of Romanesque architecture (small windows, round “arches,” no stained glass.
* Note that the back cover of the paperback edition of *Cathedral* shows the Romanesque cathedral that the newer architecture replaced.
* Ask students for questions they have about reading from Lesson 5 and discuss.
* Students will need their OPTIC Analysis sheet for this lesson.
* Alert students that anyone may be called on to answer the questions today if appropriate.

**During the Lesson:**

* Student pairs read pages 8-38 individually or in pairs as needed, and monitor their comprehension using familiar strategies.
* Students answer questions 11-19 on the Close Reading Student Worksheet.
* Students fill in an OPTIC Analysis chart for question 19.

**Closing the Lesson**

* Ask students who have not already spoken much to orally answer the questions and give citations, if appropriate.
* Students who have developed their own questions should ask them. This is one way for all students to enter the conversation.

**Lesson 7**

**Opening the Lesson:**

* Much of the building went up in the pages read in the last class.
* Ask students what is the hardest to understand and what their question is that might help to answer it.
* Go back to the pages that are difficult and work together to understand the process. (Do not perseverate about each step; some of the process is very hard to capture.)
* How much do the illustrations help readers understand the text? Does looking at the double-page spreads on pages 18-19, 24-25, 34-35, and 46-47 give a clue to Macaulay’s style of letting the reader see how the building grew?
* Review pages 8 and 10-11 with students and ask them to explain what they see the craftsmen doing and the tools that they are using.

**During the Lesson:**

* Students read pages 39-56 and witness the building of the top of the cathedral.
* Students answer questions 20-22 on the Close Reading Student Worksheet and prepare to discuss their answers orally with the class.
* Students who have not participated in the oral discussion should try to ask or answer a question in this section.

**Closing the Lesson**

* Return to the video and show it from16:11 to 34:16 and compare the information in the video with that in the book.

**Lesson 8**

**Opening the Lesson:**

* Ask students what the most complex piece of the cathedral building process is so far.
* Ask them to find the page or pages with the most useful illustration. Discuss how the illustration helps the reader understand the process depicted.

**During the Lesson:**

* Students complete the book and the Close Reading Student Worksheet, rereading pages 57-78 and answering questions 23-31.
* Students ask and answer question on this section of the book for the class.

**Closing the Lesson**

* Students write another blog or journal entry on
* the reading strategies that helped them the most
* impressions they have or Macaulay’s writing and drawing style.

With time, access the video at 34:18 and stop it at 37:50. This section is about how medieval craftsmen made stained glass windows. Students compare information and answer the questions.

**Preview outcomes for the next lesson:**

Students compare Macaulay’s writing style to that of other authors explaining how a cathedral was built.

**Formative assessment:**

The teacher assesses students’ close reading answers and participation in the graded oral discussion.

Reading *Cathedral* will help students make preliminary determinations about Macaulay’s style which will help to complete the literary analysis essay of Macaulay’s style as evident in *Cathedral* in the Curriculum Embedded Performance Assessment.

Analyzing an Author’s Style

**David Macaulay’s *Cathedral*: Close Reading Guide for Teachers**

**Directions:** For each of the following questions, answer in your own words and then find textual evidence to support your answer. Be sure to include the page number. Be prepared to share your answers in class.

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson 4, Questions 1-4** | | | |
| **Standards** | **Questions** | **Example of an Answer** | **Textual Evidence** |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. What is the setting of the story? Why is this setting important? What ideas were important to the people? | The story is set in France during the 1200s-1300s in a fictional town called Chutreaux. The setting is important because it was a peaceful and prosperous period, after a time of war (the Crusades). Virtually everyone in France and the rest of Europe believed in Christianity. Because the people had a common religion, they also had a common purpose to build a church to thank and glorify God. | "In the thirteenth century God was good to the people of France and especially to the people of Chutreaux….For these blessings and to help insure that he would continue to favor them, the city of Chutreaux wished to thank God." (p.5) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. Provide at least two reasons – ideas or events - that influenced the people of Chutreaux to build a new Cathedral. | One reason was to thank God for their good fortune. | "They had no wars to fight and the plague was gone. The weather was good ...there was plenty of food to eat and business was good..." ( 5) |
| Another was to have a place to keep the remains of Saint Germain. | "A new cathedral would offer a worthy place for the sacred remains of Saint Germain." (5) |
| The third reason was they wanted to have a better cathedral than surrounding towns (to keep up with the Joneses, so to speak). | "The people of Chutreaux did not wish to be outdone, on earth or especially in heaven." (5) |
| Lightning damaged the old Cathedral, so they had to build a new one. | "The final decision to build a new cathedral was made... after lighting struck and damaged the old cathedral." (5) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.ELA-Literacy.L.7.4 | 1. Using your knowledge of context clues, what does the word "relic" mean as it is used in paragraph 3 on page 5? | The word "relic" means something valuable from the past, that is, an historical object. The context clue is "Such relics as these..." The pronoun "these" refers to the skull and forefinger of a knight from the First Crusades. | "...whose skull and forefinger had later been sent back... Such relics as these were worshipped by people throughout Europe." (5) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. How does the picture on page 6 help the reader better understand the text on page 7?   Use OPTIC analysis to read and understand the illustration. | **O** **Overview**   * Conduct a brief tour of the image | **O=** Eight men, seen from above crowded in a corner of an elaborate building looking up |
| **P** **Parts**   * Focus on the parts * Read all the labels * Notice important details | **P=** Men sitting on chairs, pointed hats. Two men hold a chest; four hold money bags. The man in front holds a measuring tool. |
| **T** **Title**   * Read/Create the title for a clear understanding of the image | **T=** Money Men Make a Decision |
| **I**  **Internal Relationships**   * Does title help identify the main subject? | **I=** Men in tiers, man at top in highest hat, man in front different clothes, church windows |
| **C**  **Conclusion**   * Draw a conclusion about the image: Summarize the image | **C=** A group of men in a church get money to build something. It shows who was in charge of whom and their occupations. The Bishop is at the top of the page, which helps to emphasize that he is the leader of the church. His hat helps to show he is a bishop. The men sitting in the semi-circle are the chapter. They are holding money because the text says they control the money and they are sitting below the bishop because they have less power than the bishop does. The architect William of Planz is beneath the chapter because they are in charge of him. The picture shows that William of Planz is the architect because he is holding a set of dividers, a measuring tool. |
| **Lesson 5, Questions 5-10** | | | |
| **Standards** | **Questions** | **Example of an Answer** | **Textual Evidence** |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.ELA-Literacy.L.7.4 | 1. Where can you find Macaulay’s humor in the name he gives a main character? Explain. | The name William of *Planz* is a pun or a play on words because he is the architect who writes the *plans* for the cathedral. | "It was the chapter that hired Flemish architect William of Planz." (7) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.ELA-Literacy.L.7.4 | 1. What is the difference between a craftsman, an apprentice, and a laborer?   Why was it important to have all three on the job? | The master craftsman was a boss of a particular aspect of the building of the cathedral. The apprentice worked for the craftsman and studied in order to become a craftsman and the laborer didn't have special skills and did the heavy lifting. | “Each master craftsman ran a workshop for his own particular trade. He had many apprentices or assistants who were learning the trade in hopes of one day becoming masters themselves. Most of the heavy work was done by laborers, men with no particular skills.” (9) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. Examine the illustrations and text on pages 8-10, and identify who uses the square and what the purpose of this tool is. | The stonecutter uses this tool to make sure the corners of stone are squared. The carpenter would probably use it as well, but he is not associated with it in the drawing. | The text on page 9 lists the master craftsmen in the order they are depicted on page 8. The illustration on page 8 of the craftsman shows a square on the ground beside the stonecutter and the illustration on page 10 shows him using it to check the evenness of the corners of a block of stone. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3  CCSS.  ELA-Literacy.  RI.7.5 | 1. Examine the Floor Plan and the Wall Elevation on pages 12 and 13. What is the relationship between the two?   What shape is the Floor Plan on page 12? Using your knowledge of religion, what inferences can you make about why William of Planz designed it that way? | The Floor Plan on page 13 shows the shape of the entire cathedral from above. The Wall Elevation shows the parts of a wall from the choir, if the viewer were standing on the floor and looking across at the wall.  The Floor Plan’s shape is a cross. The cross is an important symbol in Christianity because Christians believe that Christ is the son of God and that he died on the cross. Many cathedrals are designed in the shape of a cross. | Illustrations on page 12 and 13. It helps to look from the diagram on page 12 to the illustration on page 13 to see that the elevation shows a detail of a wall depicted in the plan.  Macaulay does not explicitly explain the symbolism of the cross, so students will have to draw on prior knowledge or information from the video to make the connection. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. Which craftsmen were responsible for getting the stone blocks for construction? Explain their roles. | The quarry men cut the stone from the ground and the stone cutters cut the stones into blocks. | "Each stone was marked once to show which quarry it came from-so that the quarry man would be paid for every stone he extracted and once to show which stone cutter actually cut the stone, so that he would be paid as well". (17) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. Examining the illustration on page 16, what were two ways that large pieces of stone were carried out of the quarry? | One way was in wagons being pushed up a ramp, and another was by two men and a hand-held tray, and another was by a weighted pulley system. | Illustration on page 16. |
| **Lesson 6, Questions 11-19** | | | |
| **Standards** | **Questions** | **Example of an Answer** | **Textual Evidence** |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. Examining the illustration on pages 18-19, what can you infer about the town of Chutreaux? How were some of the homes cleared to make way for the site of the new cathedral? | The town of Chutreaux was crowded with a lot of small houses and the old cathedral in the middle. There was a wall around the town. The homes were cleared by burning. You can see the flames and plume of smoke rising from the houses on page 19. | Illustration on pages 18-19. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. On pages 24-25 what does Macaulay’s illustration of the foundation holes for the apse and choir show in relation to the rest of Chutreaux? Compare the illustration of 18-19 with that on 24-25. Why do you think Macaulay chooses to show the city from above in this part of the book? | It shows that the cathedral was huge in comparison to the rest of the town. Almost half of the land in the illustration is used for the foundation.  I think Macaulay shows Chutreaux from a bird’s eye view on 18-19 and 24-25 to give the reader the idea of the changes to the town that had to happen in order to start work on the new cathedral. I notice that Macaulay draws the second illustration from a closer vantage point than the first; it is almost like we are seeing the town from an airplane and gradually coming closer to it. | Illustrations on pages 24-25 and 18-19. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. How long did it take from clearing the land for the site and the blessing of the first foundation stone? Look on pages 17 and 26.   Why do you think that Macaulay is so specific about the dates he gives, since the city he writes about is not a real one? | It took about 11 months.  I think Macaulay is so specific about the dates because he wants the story to feel very real to the reader. He wants to let us know that the spring of each year is an important time for the cathedral building. He also wants to give us a sense of time passing and make us see in the illustrations how much work could be done in a year. | "On May 24, 1252 laborers began to clear the actual site..."(17)  "On April 14, 1253, the Bishop of Chutreaux blessed the first stone..."(26).\ |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.ELA-Literacy.L.7.4 | 1. What is the foundation and why is it important? Which master craftsmen were responsible for making sure the foundation was built correctly? Explain their roles. | The foundation is important because it holds up the whole building. The mortar maker made sure the mortar was mixed with precision and the master mason checked to make sure the stones were laid evenly. | Illustration of the foundation on page 21.”The foundation was to be made of thick walls built twenty-five feet below ground level, which would support the building and prevent it from settling unevenly.”(20)  “The mortar men were ready with exact mixtures of sand, lime and water...The master mason checked continually with his level to make sure the stones were perfectly horizontal and with his plumb line to make sure that the was wall perfectly vertical."(26) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.ELA-Literacy.L.7.4 | 1. What is a pier? What context clue led to that definition? | A pier is a column. The context clue is a synonym context clue in the same sentence as the word "pier." | "The walls ...consist of the piers or columns that support the vault and roof..." ( 29) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. Name two ways that the craftsman was important when building the walls of the cathedral according to pages 30-32. | They had to build the wooden scaffolding to hold workers as the walls got higher.  They also had to build the molds for the flying buttresses. | "As the walls grew higher wooden scaffolding became a necessity."(31)  "To build flying buttresses it was first necessary to construct temporary wooden frames called centering."(32) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. Explain how the mason’s schedule of work was different from that of other craftsmen. | Masons could not work all the time because their materials needed warm weather. The other kinds of craftsmen could work in winter, spring, summer, and fall. | "Most of the masons went home in the winter because mortar work cannot be done in the cold weather."(37). |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. According to the illustration on page 36 what can you imagine would be the thoughts and feelings of the people of Chutreaux? What effect would these thoughts and feelings have on the future construction of the cathedral? | The illustration shows the cathedral and the houses in winter – you can see snow on the roofs of the houses and parts of the cathedral. Even though the masons had to stop working, the townspeople could see all the craftsmen had accomplished – you can see a group of townspeople walking around the cathedral with their dog to take a look. They would be proud to have such a magnificent structure in honor of God in the center of their city. This would probably make them more motivated to complete the construction. | Illustration on page 36. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. Using the OPTIC acronym, explain how the illustration on pages 38-39 helps you understand part of the process of building a cathedral. As you look at pages 38-39, flip back to the illustration that William of Planz drew for the Wall Elevation on page 13. How are the two illustrations the same and different | **O** **Overview**   * Conduct a brief tour of the image | O = View looking down on the choir end of cathedral |
| **P** **Parts**   * Focus on the parts * Read all the labels * Notice important details | P = walls, windows, stairs, bricks, wood |
| **T** **Title**   * Read/Create the title for a clear understanding of the image | T = The Choir |
| **I**  **Internal Relationships**   * Does title help identify the main subject? | I = All the walls and parts fit together to create one part of the cathedral. |
| **C**  **Conclusion**   * Draw a conclusion about the image: Summarize the image. The image on pages 38-39 shows the actual choir of the cathedral as a viewer might see it from above. (Of course, nobody would actually see it this way, so Macaulay helps us imagine what it would look like if we could see it from this viewpoint). This drawing has the components that are in the Wall Elevation on page 13, but it is much more complete because it is drawn in three dimensions and we can see into the cathedral. | C = The cathedral is being built and this shows the three layers of the choir, the arcade of piers, the triforium, and the clerestory. |
| **Lesson 7, Questions 20-22** | | | |
| **Standards** | **Questions** | **Example of an Answer** | **Textual Evidence** |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. According to pages 40-44, what master craftsmen were mainly responsible for the construction of the roof? | The master carpenter made the trusses; the roofer made and installed the lead sheets to cover the wooden fram; the stone cutters and sculptors constructed the gutters and down spouts that were made to look like creatures called gargoyles. | "The carpenters first assembled each individual truss on the ground" (40).  “…the roofers cast the lead sheets that would cover the wooden frame..." (43).  “The stone cutters and sculptors carved the stone gutters and down spouts…" (43). |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3  CCSS.  ELA-Literacy.  RI.7.5 | 1. What does the illustration on page 48 tell you about the construction of the cathedral that the text does not?   Why do you think Macaulay included illustrations such as this one? | It tells the reader that there were times when the men would take time from work to relax and enjoy themselves. Men are drinking, playing instruments and one is doing a handstand.  I think Macaulay wanted the reader to know that the workmen were human beings – even though they were engaged in a monumental building project they could still have a little fun! | Illustration on page 48. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3  CCSS.  ELA-Literacy.  RI.7.5 | 1. Using the OPTIC routine, explain how the sequence of illustrations on pages 54 to 56 helps the reader understand the process of building the vault of a cathedral. | O = Overview | O = view from above and one end of hauling the keystone block to near the top of the vault |
| P = Parts | P = Flat floor above with a wheel and rope, men working at an arch, view through unfinished vault to the floor of the cathedral. |
| T = Create a title | T = The Top of the Vault |
| I = Interrelationships | I = We see down into layers of temporary structures of the cathedral, one above another, as men work at the top of the vault. |
| C = Conclusion | C = These illustrations show a view that no one will be able to see again after the vault is completed. They show stages in a complex process of building, and show that as time passes the building becomes more complete. Macaulay also shows his humor by including some birds nesting in the wall above the vault. He makes us see time passing there as well, showing first one bird on a nest, then two, then a nest full of baby birds! |
| **Lesson 8, Questions 23-31** | | | |
| Standards | **Questions** | **Examples of Answers** | **Textual Evidence** |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. Examining the text and illustrations on pages 60 and 61, explain the process in making stained glass windows that, in your opinion, is the most interesting. | I think the process of making the glass a flat surface to be cut is the most interesting aspect of making the glass for the windows. Using the centrifugal force created by spinning the glass pipe is so simple yet so ingenious. I never knew about that step in making glass for windows before. | "..spinning the pipe quickly the glass opened up into a flat circular shape." (60) Second row of illustration, men on the right, spinning the galss and spreading it to flatten. (61) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3  CCSS.  ELA-Literacy.  RI.7.5 | 1. How does the design of the floor on page 63 add to the symbolism of the cathedral and the special interest that visitors to the cathedral might find? Has Macaulay drawn it from a point of view that a visitor to the cathedral would be likely to see? | The floor had a maze made from different colored stone slabs. Macaulay has drawn it from the point of view of someone looking straight down on it from on high and the pattern is clear. But, from the perspective of a person standing on the floor, the maze would be very difficult to navigate to get to the center. If a person succeeded, he or she was considered blessed. | "Finding one’s way to the center of the maze was considered… worthy of God's blessing..." (63). Illustration on page 63. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  L.7.4 | 1. The word pilgrimage on page 63 means \_\_\_\_\_\_\_\_\_\_\_. 2. road to a holy place 3. journey to a holy place 4. prayer in a holy place 5. commitment in a holy place | The answer is B. Using a process of elimination helped me to realize what word made the most sense. | a. It isn't A because it doesn't make sense that every person would make their own road from the countryside to a holy place.  b. It is B because people make their own journey to a holy place.  c. It isn't C because it doesn't make sense that people make a long prayer to get to a holy place.  d. Although one might have to make a comittment to go on a long trip to a cathedral, journey was a better choice. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3 | 1. In 1306 the work on the cathedral met with an obstacle that brought construction to a complete stop. How did the chapter and people of Chutreaux overcome this problem in their plans? Was their solution a good one? Do developers of big projects run into the same problems today? | The chapter had to stop work because they ran out of money. They decided to raise money by putting their most valuable relics on display. Macaulay says that it took five years to raise the money and another 19 years until the nave was completed. But the chapter was so invested in the project that it had to keep going. So exhibiting the relics may not have been a very efficient way to raise money, but it was probably the only way they could do it. Running out of money to finish a building project seems a very typical modern problem, as well. One example is the slow revitalization project in Downtown Crossing in Boston. | “In 1306 work stopped again, this time because the chapter had run out of money. It was decided that the best way to raise the necessary funds was to exhibit the remains of St. Germain. The people of northern France and southern England would gladly pay to see such relics and so they were displayed for five years until enough money hasd been collected.” (64) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. On page 66 Macaulay uses black, white, and close parallel lines to help explain the technique used to cast the bells in bronze, a metal, for the cathedral. What does the color black signify? How did you figure out the answer? Does this drawing serve the same purpose of any of the other drawings in the book? | Black signifies the wax. In image 2 wax is poured over the mold and in image 5 the wax is melted leaving the mold for the bell. This drawing is another example of how Macaulay shows processes over time; the drawing of the stained glass craftsmen at work on page 61 also shows different stages of a process. Both show the ideas behind the technologies of the medieval period. | Diagram on page 66 is a cutaway view of the bell casting process. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. Which can you infer was the most challenging event that occurred when the craftsmen were finishing the cathedral's west front entrance as described on pages 69 to 73? Explain. | The death of the architect Robert of Cormont while maikng the vaults must have been the most difficult part. He had a huge influence on the design of the cathedral when he took over from William of Planz. It must have been very difficult to lose the leader of the project who supervised the building and solved problems as they came along. It could not have been easy to find a new architect, so the work on the west front of the cathedral was supervised by a master craftsman after Robert’s death. | “In 1332 work was in progress on the west end or front of the cathedral. The construction of the towers was supervised by the master craftsman Etienne of Gaston. He hasd replaced Robert of Cormont, who died in 1329 after falling from the scaffoldingof the vaults. (70) |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3  CCSS.  ELA-Literacy.  RI.7.5 | 1. What is the main theme of this story? Use specific and relevant evidence from the text to support your answers. | Some examples of themes might be:  “If people work together, they can do something far greater than they could do on their own.”  “Competition for glory is a great motivator.”  “True craftsmen can create extraordinary things.” | Many illustrations show many men working together to accomplish a goal, for example, pages 72, 73, 61, 40, 41, 28,26, 27, 16. “For eighty-six years the townspeople had shared one goal and it had at last been reached.” (77)  “The people of Chutreaux wished to build the longest, widest, highest, and most beautiful cathedral in all of France.” (5) “The people of Chutreaux had constructed the longest, widest, highest, and most beautiful cathedral in all of France.” (78)  Illustration, pages 78-79, of the completed cathedral. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.5 | 1. How is this narrative different in structure from other narratives you have read? How did these differences affect the story? Why do you think Macaulay wrote the story as he did? | The story has a fictional setting (Chutreaux, middle ages) and a plot (how the town succeeds, despite obstacles, in building the cathedral over a long period of time). While there are lots of people in the story, we know few of their names, and there is no dialogue, but the reader does infer the characters’ determination to succeed and that they are driven by their faith and their devotion to craftsmanship.  The whole story is told by a third-person narrator. This is a historical narrative that is a composite story based on research; it is also an analysis. It is certainly different from a novel or a short story where we know what the characters are thinking.  I think Macaulay used this form because he wanted to make the cathedral the main character and have the generations of craftsmen be anonymous. He surely also wanted readers to pay attention to his drawings, where he shows his main character the cathedral from many angles. In many narratives, the characters change over time, but in *Cathedral*, it is the building and the town landscape that changes. | The book as a whole. |
| CCSS.  ELA-Literacy.  RI.7.1  CCSS.  ELA-Literacy.  RI.7.3  CCSS.  ELA-Literacy.  RI.7.5 | 1. How is Macaulay's approach to explaining the complex process of building a gothic cathedral different from an article you might find in a textbook? | Telling the a story of making a building over time from beginning to end makes it easier to understand the process. The illustrations also made the process immeasurably easier to understand. | The book as a whole. |

**OPTIC: Close Reading Analysis for Illustrations**

**Adapted from How to Study in College by Walter Pauk and Ross J. Q. Owens, Cengage Learning; 11th edition (January 9, 2013)**

| **O** | **O**verview  Visually tour the illustration top to bottom, left to right  Notice what stands out through perspective, color, shading, and size |
| --- | --- |
| **P** | **P**arts  Focus on the parts  Read any labels  Note important details |
| **T** | **T**itle  If there is a title, read it  If there is not a title, create one that conveys an understanding of the image |
| **I** | **I**nterrelationships  Does the title help identify the main subject?  Do the parts fit together with the title? |
| **C** | **C**onclusion  Summarize the image  Draw a conclusion about the image |

Analyzing an Author’s Style

**David Macaulay’s *Cathedral* - Close Reading Student Worksheet**

**Directions:** For each of the following questions, answer in your own words and then find textual evidence to support your answer. Be sure to include the page number. Be prepared to share your answers in class. Keep track of what moves you use (scan text, reread slowly, use illustrations to find page, etc.) to help yourself answer the questions.

|  |  |  |
| --- | --- | --- |
| **Lesson 4, Questions 1-4** | | |
| **Questions** | **Example of an Answers in Your Own Words** | **Textual Evidence** |
| 1. What is the setting of the story? Why is this setting important? What ideas were important to the people? |  |  |
| 2. Provide at least two reasons – ideas or events - that influenced the people of Chutreaux to build a new Cathedral. |  |  |
|  |  |
|  |  |
|  |  |
| 3. Using your knowledge of context clues, what does the word "relic" mean as it is used in paragraph 3 on page 5? |  |  |
| 4. How does the picture on page 6 help the reader better understand the text on page 7?  Use OPTIC analysis to read and understand the illustration. | **O** **Overview**   * Conduct a brief tour of the image | **O=** |
| **P** **Parts**   * Focus on the parts * Read all the labels * Notice important details | **P=** |
| **T** **Title**   * Read/Create the title for a clear understanding of the image | **T=** |
| **I**  **Internal Relationships**   * Does title help identify the main subject? | **I=** |
| **C**  **Conclusion**   * Draw a conclusion about the image: Summarize the image | **C=** |
| **Lesson 5, Questions 5-10** | | |
| **Questions** | **Answers in Your Own Words** | **Textual Evidence** |
| 5. Where can you find Macaulay’s humor in the name he gives a main character? Explain. |  |  |
| 6. What is the difference between a craftsman, an apprentice, and a laborer?  Why was it important to have all three on the job? |  |  |
| 7. Examine the illustrations and text on pages 8-10, and identify who uses the square and what the purpose of this tool is. |  |  |
| 8. Examine the Floor Plan and the Wall Elevation on pages 12 and 13. What is the relationship between the two?  What shape is the Floor Plan on page 12? Using your knowledge of religion, what inferences can you make about why William of Planz designed it that way? |  |  |
| 9. Which craftsmen were responsible for getting the stone blocks for construction? Explain their roles. |  |  |
| 10. Examining the illustration on page 16, what were two ways that large pieces of stone were carried out of the quarry? |  |  |
| **Lesson 6, Questions 11-19** | | |
| **Questions** | **Answers in Your Own Words** | **Textual Evidence** |
| 11. Examining the illustration on pages 18-19, what can you infer about the town of Chutreaux? How were some of the homes cleared to make way for the site of the new cathedral? |  |  |
| 12. On pages 24-25 what does Macaulay’s illustration of the foundation holes for the apse and choir show in relation to the rest of Chutreaux? Compare the illustration of 18-19 with that on 24-25. Why do you think Macaulay chooses to show the city from above in this part of the book? |  |  |
| 13. How long did it take from clearing the land for the site and the blessing of the first foundation stone? Look on pages 17 and 26. Why do you think that Macaulay is so specific about the dates he gives, since the city he writes about is not a real one? |  |  |
| 14. What is the foundation and why is it important? Which master craftsmen were responsible for making sure the foundation was built correctly? Explain their roles. |  |  |
| 15. What is a pier? What context clue led to that definition? |  |  |
| 16. Name two ways that the craftsman was important when building the walls of the cathedral according to pages 30-32. |  |  |
| 17. Explain how the mason’s schedule of work was different from that of other craftsmen. |  |  |
| 18. According to the illustration on page 36 what can you imagine would be the thoughts and feelings of the people of Chutreaux? What effect would these thoughts and feelings have on the future construction of the cathedral? |  |  |
| 19. Using the OPTIC acronym, explain how the illustration on pages 38-39 helps you understand part of the process of building a cathedral. As you look at pages 38-39, flip back to the illustration that William of Planz drew for the Wall Elevation on page 13. How are the two illustrations the same and different | **O** **Overview**   * Conduct a brief tour of the image | O = |
| **P** **Parts**   * Focus on the parts * Read all the labels * Notice important details | P = |
| **T** **Title**   * Read/Create the title for a clear understanding of the image | T = |
| **I**  **Internal Relationships**   * Does title help identify the main subject? | I = |
| **C**  **Conclusion**   * Draw a conclusion about the images | C = |
| **Lesson 7, Questions 20-22** | | |
| **Questions** | **Answers in Your Own Words** | **Textual Evidence** |
| 20. According to pages 40-44, what master craftsmen were mainly responsible for the construction of the roof? |  |  |
| 21. What does the illustration on page 48 tell you about the construction of the cathedral that the text does not?  Why do you think Macaulay included illustrations such as this one? |  |  |
| 22. Using the OPTIC routine, explain how the sequence of illustrations on pages 54 to 56 helps the reader understand part of the process of building the vault of a cathedral. | O = Overview | O = |
| P = Parts | P = |
| T = Create a title | T = |
| I = Interrelationships | I = |
| C = Conclusion | C = |
| **Lesson 8, Questions 23-31** | | |
| **Questions** | **Answers in Your Own Words** | **Textual Evidence** |
| 23. Examining the text and illustrations on pages 60 and 61, explain the process in making stained glass windows that, in your opinion, is the most interesting. |  |  |
| 24. How does the design of the floor on page 63 add to the symbolism of the cathedral and the special interest that visitors to the cathedral might find? Has Macaulay drawn it from a point of view that a visitor to the cathedral would be likely to see? |  |  |
| 25. The word pilgrimage on page 63 means \_\_\_\_\_\_\_\_\_\_\_.  A. road to a holy place  B. journey to a holy place  C. prayer in a holy place  D. commitment in a holy place  Explain how you arrived at your answer. |  |  |
| 26. In 1306 the work on the cathedral met with an obstacle that brought construction to a complete stop. How did the chapter and people of Chutreaux overcome this problem in their plans? Was their solution a good one? Do developers of big projects run into the same problems today? |  |  |
| 27. On page 66 Macaulay uses black, white, and close parallel lines to help explain the technique used to cast the bells in bronze, a metal, for the cathedral. What does the color black signify? How did you figure out the answer? Does this drawing serve the same purpose of any of the other drawings in the book? |  |  |
| 28. Which can you infer was the most challenging event that occurred when the craftsmen were finishing the cathedral's west front entrance as described on pages 69 to 73? Explain. |  |  |
| 29. What is the main theme of this story? Use specific and relevant evidence from the text to support your answers. |  |  |
| 30. How is this narrative different in structure from other narratives you have read? How did these differences affect the story? Why do you think Macaulay wrote the story as he did? |  |  |
| 31. How is Macaulay's approach to explaining the complex process of building a gothic cathedral different from an article you might find in a textbook? |  | . |

Analyzing an Author’s Style

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_

two people talking **Oral Discussion**

You will participate in student-led discussions and be graded on your ability to listen to and respond to the ideas of others as well contribute your own ideas to the discussion using complete sentences and evidence from the text.

You will earn points if you use complete sentences and speak in a voice that everyone can hear to:

1. Answer the question in your own words and then provide evidence from the text.
2. Add to what someone else has stated and give evidence from the text.
3. Disagree with what someone else has stated and give evidence from the text.
4. Make a connection to what someone else has stated and give an example or explanation. The connection can be to yourself, another text or the world.

You will lose points if you:

1. Are disrespectful.
2. Speak out of turn.

Sentence starters:

I agree with \_\_\_\_\_ when s/he said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I would like to add\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I disagree with \_\_\_\_\_ when s/he said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I would like to add\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

light bulbTip: Before you give your textual evidence, tell your classmates the page number and wait for them to turn to that page. In that way, everyone is reading along with you and listening to what you say.

Analyzing an Author’s Style:

Lessons 9 and 10: How is Macaulay’s Style Unique?

**Brief Overview of Lesson:**

After a close reading of *Cathedral*, students are now ready to identify elements of Macaulay’s style when he describes the process of building a cathedral. Students will compare *Cathedral* to how two other authors describe the process of building a cathedral. Then they scan other books by David Macaulay with the purpose of verifying or disproving their conclusions about Macaulay’s style in *Cathedral.* As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Knowledge of style and knowledge of Macaulay’s text gleaned from earlier lessons.

**Estimated Time:** 50 minutes on each of two days

**Resources for Lesson 9:**

* Whole-class set of copies of *Cathedral*
* Whole-class set of printouts of: “Gothic Cathedrals” by Grace Gregory <http://fourriverscharter.org/projects/Inventions/pages/europe_gothiccathedrals.htm> (if the hyperlink does not work, search for “Gothic Cathedrals by Grace Gregory”)
* Whole-class set of printouts of: “Building a Medieval Cathedral”

<http://www.historylearningsite.co.uk/building_a_medieval_cathedral.htm>

* Copy of Comparing Authors’ Styles: Teacher Guide, at end of lesson
* Whole-class set of printouts of Comparing Authors’ Styles Student worksheet Student worksheet, at end of lesson

**Resources for Lesson 10:**

Several copies each of any of the following titles by David Macaulay, enough so everyone in the class can share them easily:

*Unbuilding*

*Mill*

*Rome Antics*

*Building Big*

*City: A Story of Roman Planning*

*Castle: How It Works*

*Underground*

*Pyramid*

*Jet Plane: How It Works*

other *How It Works* books

Small group or whole group copies of “Verifying Conclusions About Macaulay’s Style,” found at the end of the lesson

**Unit**: Analyzing an Author’s Style: Macaulay’s Unique Way of Explaining a Complex Process

**Content Area/Course: English Language Arts, Grade 7**

**Lessons 9 and 10:** How is Macaulay’s Style Unique?

**Time:** two 50-minute periods

**By the end of this lesson students will know and be able to:**

Identify the major elements that mark Macaulay’s style of explaining a process.

**Essential Question(s) addressed in this lesson:**

**EQ3** How do authors develop a distinctive style of writing and illustration?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn for the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

**CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of ideas.

**CCSS.ELA-Literacy.RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Instructional Tips/ Strategies/Notes for Teacher**

**For Lesson 10:**

* The purpose of students reviewing at least two other Macaulay books is to verify notions about his style of explaining a complex process; the purpose is not for students to comprehend in detail the content of the additional Macaulay books.
* Depending on the number of books and groups in the class, give each group different books and/or mark sections for each student in the group to read, discuss, and compare to *Cathedral.*

**Lesson 9**

**Lesson Sequence**

**Lesson Opening:**

* One way to understand a writer’s style is to compare it to other authors’ styles as they write about the same topic. As we have seen, Macaulay is giving us information about building a cathedral and writing in the narrative mode. So, let’s look at how several other authors write about building a cathedral.
* As a class, fill in the first column of the Student handout, making note of Macaulay’s choices.

**During the Lesson:**

* Distribute hard copies of the two online articles, “Gothic Cathedrals” by Grace Gregory and “Building a Medieval Cathedral” to students and copies of the Comparing Authors’ Styles Student Worksheet.
* Decide how to assign reading of the two articles:
  + Students read individually one article and fill in the correct column, with half the class reading each article
  + Students read both articles in pairs and fill in both columns on the chart
  + Pairs read one of the articles and fill in the chart for the article, with half the class reading each
* Students write bulleted notes at the end of the chart and prepare to report to the class.

**Lesson Closing:**

* Call on students to report an answer on the chart to the class.
* Discuss the summary of similarities and differences in writing style choices between Macaulay and the other authors. If there is a disagreement, find a way to state the information that satisfies the students.
* Ask students the essential question, “How do authors develop a distinctive style of writing and illustration?”

**Lesson 10: Lesson Sequence**

**Lesson Opening:**

* Arrange students in small groups to analyze another Macaulay book.
* Ask students what they might need to do to verify what they have concluded about Macaulay’s narrative style. How is verifying our ideas different from reading for detail (scan for examples of text that work the same way, read enough to check for each of the elements of style.)
* Distribute one worksheet on Verifying Macaulay’s Style (see Lesson Resources) to each group.

**During the Lesson:**

* Have students scan or quickly read sections of a Macaulay book to find examples that show elements of Macaulay’s style of explaining a complex process that are similar to (or different from) *Cathedral*. Use the information on the organizer to help direct students for their analysis.
* Students discuss, cite evidence, and write their answers on the chart on the worksheet.
* Repeat the process with another Macaulay book

**Lesson Closing:**

* Students report their answers so that the rest of the class gets proof from various parts of one of the books.
* Have students read aloud phrases or sentences, as needed, to support their ideas.

Analyzing an Author’s Style

Comparing Authors’ Styles: Teacher Guide

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | ***Cathedral*** | **“Building a Medieval Cathedral”** | **“Gothic Cathedrals”** |
| **Purpose of the text** | **To explain the complex process of how a Gothic cathedral was built in a fictional village in France over 86 years and the ideas that motivated its construction and design** | **To explain the technology of building a medieval cathedral in England** | **To explain the history and spread of gothic architecture, some of its key architectural features, and how the style was revived in the 17th-19th centuries** |
| **Text type – genre and form** | Literary nonfiction book | Informational on-line article, one in a series that deals with topics about medieval England, from a site in Great Britain | Informational on-line article from a school site in Massachusetts |
| **Organization of the text** | Narrative of how a town, architects, and craftsmen created a single building | Explanation of the technology | Explanation of the technology, origin, and revival of the Gothic style of architecture |
| **Word Choice – use of domain-specific words** | Use of specific technical vocabulary for architectural features, craftsmen, and their tools | Use of specific technical terms for craftsmen and their tools | Use of specific technical terms for building, history of architecture, specific place names, specific people who were important in Gothic architecture |
| **Text Features/ graphs/ charts/references** | Title/ generous use of white space/usually relatively little text on a page/ many double-page illustrations/ no headings, subtitles, or chapters/ few page numbers; glossary, no bibliography | Title/single column/ 2 charts, one of craftsmen, one of tools/hyperlinks to related pages in the series, no glossary or bibliography | Title, 2 columns, no glossary or bibliography |
| **Illustrations** | 61 very detailed black and white perspective illustrations of the cathedral or parts of it drawn from different vantage points and diagrams such as floor plans, elevations, and drawings showing the construction of flying buttresses and the casting of bells. Collectively the illustrations show the cathedral growing over time. | none | 4 color photographs: cathedral west front, interior vault, stained glass window, flying buttresses |
| **Tone – the writer’s attitude toward the subject** | Knowledgeable; gives the impression that his knowledge comes from personal experience | Distant / formal / authoritative | Uses the tone of a researcher:  distant / formal / authoritative |
| **Literary devices – point of view** | The cathedral is the main character and its builders are supporting characters (many passive voice sentences) | No main character; most sentences are in active voice | No main character; sentences are mix of passive and active voice |
| **Based upon the chart above summarize what makes Macaulay’s style different from the other authors who explained the building a gothic cathedral.**   * Macaulay illustrates his books with detailed black and white line drawings that show the complete design and building process from beginning to end. * He captures the complexity of the process through the details in his drawings and diagrams. * Macaulay chooses to convey information using a narrative instead of an expository structure. * His narrative has plot and setting and many characters (e.g., craftsmen, architects, churchmen). * He uses very specific technical words to explain the process. * He creates a marriage between text and illustration that serves the purpose of explaining a complex process in an engaging way. * He includes a glossary to help the reader understand the technical terms   **Why does Macaulay make the stylistic choices he does when explaining the complex process of building a Gothic cathedral?**   * He wants the reader to vicariously appreciate a complex process by observing it unfold over time. | | | |

Analyzing an Author’s Style

Student Handout – Comparing Authors’ Styles

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** As a class fill in the chart below about *Cathedral*. Then in pairs, read **one** of the articles named below and fill in the corresponding column.

Be ready to report about your article to the class. When the students who read the other article make their reports, fill in the chart with the information you learned from them.

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | ***Cathedral*** | **“Building a Medieval Cathedral”** | **“Gothic Cathedrals”** |
| **Purpose of the text** |  |  |  |
| **Text type – genre and form** |  |  |  |
| **Organization of the text** |  |  | [ |
| **Word Choice – use of domain-specific words** |  |  |  |
| **Text Features/ graphs/ charts/references** |  |  |  |
| **Illustrations** |  |  |  |
| **Tone – the writer’s attitude toward the subject** |  |  |  |
| **Literary devices – point of view** |  |  |  |
| **Based upon the chart above summarize what makes Macaulay’s style different from the other authors who explained building a gothic cathedral.**  **Why does Macaulay make the stylistic choices he does when explaining the complex process of building a Gothic cathedral?** | | | |

Analyzing an Author’s Style

**Student Handout – Verifying Conclusions about Macaulay’s Style**

**Names of students in the group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** In pairs, analyze two other books by Macaulay. How are the other books the same or different from *Cathedral?*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Cathedral*** | **Elements** | **Second Macaulay Title:** | **Third Macaulay Title:** |
| Use your notes on *Cathedral* from the Student Handout, “Comparing Authors’ Styles” | **Purpose of the text** |  |  |
| **Text type – genre and form** |  |  |
| **Organization of the text** |  | [ |
| **Word Choice – use of domain-specific words** |  |  |
| **Text Features/ graphs/ charts/references** |  |  |
| **Illustrations** |  |  |
|  | **Tone – the writer’s attitude toward the subject** |  |  |
| **Literary devices – point of view** |  |  |
| **How are these two new Macaulay books the same or different from *Cathedral*?**  **List any new elements of Macaulay’s style that you discovered in the two additional books.** | | | |

Analyzing an Author’s Style:

Lessons 11-13:

Curriculum Embedded Performance Assessment (CEPA)

Analyzing Macaulay’s Style

**Brief Overview of Lesson:** Students write and revise a literary analysis essay on *Cathedral* that demonstrates an understanding of Macaulay’s style. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Knowledge from previous lessons

**Estimated Time:** three 50-minute lessons

**Resources for Lesson:**

* Access to computers for typing essays, if possible and desired
* Students’ completed copies of the Student Handouts from Lessons 9 and 10
  + Comparing Authors’ Styles
  + Verifying Conclusions About Macaulay’s Style
* Whole class sets of copies of
* Claim-Evidence-Reasoning (C-E-R) graphic organizer
* CEPA Student Instructions sheet
* CEPA Writing Rubric, found after the student instructions
* Peer Review Guide, found at the end of the lesson
* One copy of CEPA Teacher Instructions sheet

**Unit:** Analyzing an Author’s Style: Macaulay’s Unique Way of Explaining a Complex Process

**Content Area/Course: English Language Arts, Grade 7**

**Lessons 11-13: Writing an Analysis of Macaulay’s Style**

**Time:** three 50-minute lessons

**By the end of this lesson students will know and be able to:**

Write and publish a literary analysis essay that demonstrates an understanding of Macaulay’s style as evident in his book, *Cathedral* and other books.

**Essential Question(s) addressed in this lesson:**

**EQ2** What makes an argument or explanation convincing?

**EQ3** How do authors develop a distinctive style of writing and illustration?

**EQ4** How can I use various media to help me academically?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what a texts states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

**CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of ideas.

**CCSS.ELA-Literacy.W.7.2a** Introduce a topic clearly, proving what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-Literacy.W.7.2e** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**CCSS.ELA-Literacy.W.7.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**For bloggers:**

**CCSS.ELA-Literacy.W.7.6** Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

**Instructional Tips/ Strategies/Notes for Teacher**

* If students will be posting their writing to a blog, use computers throughout the CEPA lessons.
* The CEPA writing, revising, and rewriting lessons should be divided by class periods as needed to serve your students best. Timing may be different from that suggested.
* Students often have a tough time writing literary analyses because they often assume the reader knows as much about the text as they do. Encourage students to write as if the reader has never read *Cathedral* or any of Macaulay’s other books and provide plenty of detail and context so that their evidence is convincing for the reader.
* All literary analysis essays are written in the present tense.
* Teachers sometimes feel constrained to teach students how to write a five-paragraph essay, with the results being an all-too-predictable formulaic essay. This essay is about style, and, indeed, about how one author developed a distinctive style, so it provides an ideal occasion for the teacher to help student writers develop their own approach to writing about another author’s methods.
* The student essay *does* have to have enough length so that students can go into their subject in depth and with great clarity, but it does *not* have to a specified number of paragraphs. Because of their preparation in the preceding lessons, many students will identify more than three elements and be able to provide a great deal of evidence for explaining Macaulay’s style, and they should be encouraged to explore all of them. Other students might be able to write in great detail about two aspects of his style. Regardless of the number of paragraphs, students should provide a clear introduction and a strong and interesting conclusion, regardless of the number or paragraphs.
* It is often difficult for students to explain how the textual evidence that they chose supports the thesis. It is a good idea to model this for students before they complete their first draft. Another way to approach this would be to put an example of a draft on a document camera and have students write an explanation together.
* If posting essays on a blog or blogs, consider having other students respond to them through blog comments. Structure requirement for commenting, and then discuss the Essential Question, “How can I use various media to help me academically?”

**Anticipated Student Preconceptions/Misconceptions**

* Possibly that essays are all five paragraphs long, and paragraphs have five sentences each.

**Lesson Sequence**

The following is a suggestion of how class periods may proceed, but they are not necessarily the right organization for your class. Use familiar strategies and routines that serve your students best.

**Lesson 11**

**Opening the lesson**

* Distribute the CEPA Student Instructions sheet and ask students to read it. Discuss any questions that come up. Ask volunteers what they will be doing for the next several days in class.
* Ask students to review familiar steps and goals in the writing process
* Distribute the writing rubric and ask students to read it.

**During the Lesson**

* Planning and prewriting:
* Students use their completed Verifying Conclusions about Macaulay’s Style handout, following familiar steps, such as:
* Using the graphic organizer (see C-E-R graphic organizer at end of lesson) if desired
* List ideas
* Talk with the teacher or a partner
* Drafting:
  + Each student then drafts a literary analysis essay on Macaulay’s style in *Cathedral.* Finish for homework or the next day.

**Closing the Lesson**

* Students may not have finished, but ask them to stop at the end of a sentence, take note of what they would do next, and submit their writing to you.
* Ask several students to explain what elements of Macaulay’s style they are including and why.

**Lesson 12**

**Opening the lesson**

* Distribute (or ask students to access on their computers or tablets) submitted drafts and ask students to read what they wrote.
* Ask students to turn to a neighbor and tell them what their next step is. They listen to the neighbor as well. Students make suggestions to one another.
* Ask students to have the CEPA Writing Rubric out for reference.
* Model peer review steps (see Instructional Tips in Lesson Overview and Peer Review Guide after the lesson) if desired.

**During the Lesson**

* Writing and revising: students continue writing their first draft and begin revisions.
* If appropriate, students read their essays to a peer and take suggestions, based in information in the CEPA Writing Rubric and using the Peer Review Guide; then switch roles.
* Students meet with the teacher in small groups or individually to plan next steps, using the CEPA Writing Rubric as a guide.
* Students reread their drafts and revise, using the CEPA Writing Rubric and the Peer Review Guide.

**Closing the Lesson**

* Students submit their writing for your comments, if appropriate for the class.
* Ask several students how the Writing Rubric and the Peer Review Guide, if used, helped or didn’t help them organize and write their essay so far.

**Lesson 13**

**Opening and during the lesson**

* Distribute (or ask students to access on their computers or tablets) essays and ask them to review comments, if given.
* Ask students to reread CEPA Writing Rubric and self-assess their writing before working further.
* Students complete their draft and revise and edit as needed.

**Closing the Lesson**

* Students post their essays on the blog, if appropriate, or submit essays to the teacher.
* Ask students to discuss the essential question: How do authors develop a distinctive style of writing and illustration?

Analyzing an Author’s Style

**C-E-R: Claim – Evidence - Reasoning**

**Prompt:** Identify and explain Macaulay’s style in his book *Cathedral.* Use relevant and specific evidence from the text to support your answer (CER).

| **Thesis:** | | |
| --- | --- | --- |
| **Claim** | **Textual Evidence (Quotation? Page #?)** | **Reasoning** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Conclusion:** | | |

Analyzing an Author’s Style

**Peer Review of Literary Analysis Essay**

Writer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Ideas** | |
| 1. Ideas are original and focused, and demonstrate insightful analysis of Macaulay’s style in *Cathedral*. |  | |
| 1. **Organization** | |
| 1. Is there an engaging introduction with a hook, bridge and a clear thesis? |  |
| 1. Does the first body paragraph begin with a topic sentence including a transition and key words from the thesis? If so, write   and circle the key words and transition. If not, what is missing? |  |
| 1. Does the writer then introduce the supporting quotation by providing context? If so write it. If not, what can you suggest? |  |
| 1. Does the writer provide a supporting quotation or reference to an illustration or diagram from the text? Is it relevant? Is it copied correctly? If not, what can you suggest? |  |
| 1. Does the writer explain how well the quotation supports the topic sentence using key words from the quotation and key   words from the topic sentence? If so write the key words. If not, how can the writer improve the explanation? |  |
| 1. Do the following body paragraphs begin with a topic sentence including a transition and key words from the thesis? If so,   write and circle the key words and transition. If not, what is missing? |  |
| 1. Does the writer include accurate use transitions? |  |
| 1. There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation. |  |

Analyzing an Author’s Style

**Curriculum Embedded Performance Assessment (CEPA) Teacher Instructions**

For this project, students write and revise a literary analysis essay of *Cathedral* that demonstrates an understanding of Macaulay’s style. As such, it requires students to plan, write, revise, edit, and rewrite an essay.

Literary analysis essays are not necessarily five paragraphs long, and numbers of sentences in a paragraph are not prescribed. Students should write about the organizing ideas – elements of Macaulay’s style – that interest them and for which they have understanding and support from the book. That may mean five body paragraphs, depending on student understanding. While longer is not automatically better, limiting students to three body paragraphs does not always allow a student to demonstrate full understanding of the topic.

Have students follow a familiar set of routines for drafting, revising, and producing an essay, or use the following steps:

* Planning and prewriting:
  + Students closely read the CEPA Student Instructions and the CEPA Writing Rubric.
  + Each student uses the materials they have developed in the previous lessons on comparing authors’ styles and analyzing Macaulay’s style and the Claims-Evidence-Reasoning (C-E-R) graphic organizer as they work
* Drafting:
  + Each student then drafts a literary analysis essay on Macaulay’s style in *Cathedral*, noting connections to other Macaulay books as needed.
* Revising and Editing:
  + Teacher models how to peer edit a literary analysis essay using focus questions, if appropriate.
  + Students use the Peer Review Guide at end of lesson to assist a classmate.
  + Students revise their essays using feedback from their classmates, the teacher, or their own self-assessment.
* Rewriting:
* Students rewrite as needed and post their essays on the blog or hand it in on paper.

Analyzing an Author’s Style

**Curriculum Embedded Performance Assessment Student Instructions**

Now that you have explored how Gothic cathedrals were built in medieval times and you have analyzed Macaulay’s writing style, your assignment is to write an essay explaining the elements of Macaulay’s unique writing style as evident in his book, *Cathedral* and in other books of his you have looked at. If possible, you will write your essay on computer so that you can post it as a blog entry or simply to make revision easier for you.

* You will use the common steps for writing an essay: planning and drafting, revising and editing, and rewriting, following a familiar routine. Read the rubric before writing as well.
* Before writing, scan and reread the book, looking for specific examples of how Macaulay narrates to explain, so that you can support your ideas about his style with evidence from the text. Use details to build strength for your ideas. Quote words from the text or describe illustrations and diagrams and cite the page number on which you read them.
* Then organize the elements you find and can explain. Refer to the handouts you have completed throughout the unit on comparing authors’ styles and analyzing Macaulay’s style. Use the Claims-Evidence-Reasoning (CER) graphic organizer to help shape your thoughts.
* Write a draft and check the rubric again. Read your draft aloud to a partner if you can or the teacher, so you can hear it. See if your partner or the teacher has any useful suggestions. Listen to your partner’s essay and help him or her.
* Revise your essay, looking for more ways to include evidence – details, examples, and quotations – to support your claims about Macaulay’s style.
* Edit and rewrite your essay, making sure you have a clear introduction and a strong, lively conclusion summing up your ideas about Macaulay’s writing style.
* Post your writing to a blog, if the class is able to do that, or hand in your essay to your teacher.

Analyzing an Author’s Style

artisit's palate**CEPA Rubric: Macaulay Literary Analysis Essay**

|  | **4** | **3 - 2** | **1** |
| --- | --- | --- | --- |
| **Ideas** | * Ideas are original and focused, and demonstrate insightful analysis of Macaulay’s style in *Cathedral*. | * Ideas are on topic, but the analysis is obvious and not very insightful. | * Ideas are unfocused and /or analysis is weak. After reading it, the reader is left with many unanswered questions. |
| **Organization** | * Organization is careful and subtle – * There is an engaging introduction with a hook, bridge, and a clear thesis. * Clear topic sentences with key words from the thesis * Sufficient background information to introduce supporting textual evidence * Specific and relevant supporting quotations * In-text citations using MLA formatting * Explanations of how evidence supports the thesis using key words from the quotation and the thesis * Accurate use of transitions * There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation. | * There is organizationbut some of the following aspects are missing, making the essay harder for the reader to follow: * Organization is careful and subtle – * There is an engaging introduction with a hook, bridge and a clear thesis. * Clear topic sentences with key words from the thesis * Sufficient background information to introduce supporting textual evidence * Specific and relevant supporting quotations * In-text citations using MLA formatting * Explanations of how evidence supports the thesis using key words from the quotation and the thesis * Accurate use of transitions * There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation. | * There is little evidence of organization and too many of the following aspects are missing. * Organization is careful and subtle – * There is an engaging introduction with a hook, bridge and a clear thesis. * Clear topic sentences with key words from the thesis * Sufficient background information to introduce supporting textual evidence * Specific and relevant supporting quotations * In-text citations using MLA formatting * Explanations of how evidence supports the thesis using key words from the quotation and the thesis * Accurate use of transitions * There is a satisfying conclusion with a restatement of the thesis, a summary of main points and a final thought such as a link, prediction, insight or recommendation. |
| **Voice** | * The writer’s voice is formal and informative. | * The writer’s voice is sometimes formal and informative. | * The writer’s voice is not formal or the writer does not come across as confident or an authority on the subject. |
| **Word Choice** | * The writer chooses words that are precise and create clarity for the reader. | * The writer does not always choose words that are precise and create clarity. | * Word choice is not precise and creates confusion for the reader. |
|  | **2** | **1** | **0** |
| **Sentence Fluency** | * The writing has sentence variety with a combination of simple, compound and complex sentences and uses active voice. | * The writing is made up of mostly simple sentences and few compound, complex sentences. Active voice is sometimes used. | * The writing is difficult to read because it is choppy, rambling or awkward and active voice is rarely used. |
| **Conventions** | * Length and complexity of essay provide opportunity for student to show control of Standard English conventions such as spelling, punctuation, capitalization, grammar and usage. | * Noticeable errors relative to the length of the essay such as spelling, punctuation, capitalization, grammar and usage. | * There is little control of Standard English conventions such as spelling, punctuation, capitalization, grammar and usage. |

**Advanced =20-18 points, Proficient= 17-15 points, High Needs Improvement = 14-11 points Low Needs Improvement = 10-8 points Warning = 7-0 points**

**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of 20 points Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**List of Unit Resources**

**Lesson 1:**

Articles on style:

* On approximate grade level: ***School Uniforms: Awful or Awesome?*** (Scholastic Scope: November 11, 2011) [http://www.meridianschools.org/EMS/Staff/LP/Lewis/AssignmentsInformation/School%20Uniforms%20Awesom e%20or%20Awful.pdf](http://www.meridianschools.org/EMS/Staff/LP/Lewis/AssignmentsInformation/School%20Uniforms%20Awesome%20or%20Awful.pdf)
* Above approximate grade level:[*http://upfront.scholastic.com/news/2011/12/fashion-police*](http://upfront.scholastic.com/news/2011/12/fashion-police)
* Below approximate grade level*:* ***Fashion Police: Should students have the right to wear what they want to school?*** *(Scholastic News: May 6, and May 13 issue, 2013)* [*http://sni.scholastic.com/SN5/05\_06\_13\_SN5/book#/4*](http://sni.scholastic.com/SN5/05_06_13_SN5/book#/4)*:*

Student Survey (optional) 1*: What’s Your Style?* (See resources at end of lesson)

**Lessons 2 and 3:**

* Access and capacity to show NOVA’s “Building the Great Cathedrals”: <http://video.pbs.org/video/1619317222>
* Classroom blog, set up previous to lesson, on a free, safe web site (such as <http://kidblog.org/home/> or the school intranet)
* Teacher Resource Sheet in Lesson Resources
* Student Worksheet in Lesson Resources

**Lessons 4-8:**

* Student set of individual copies:
* *Cathedral* by David Macaulay
* David Macaulay’s *Cathedral*: Close Reading Student Worksheet (without answers)
* *OPTIC: Analyzing Illustrations*, at the end of the lesson
* Optional Oral Discussion protocol for assessing class participation
* For the Teacher
* Teacher’s copy of the book and copy of David Macaulay’s *Cathedral*: Close Reading Guide for Teachers (with answers)
* For Lesson 6, find online an image of a Romanesque cathedral
* For Lesson 7, prepare the video at <http://video.pbs.org/video/1619317222> again and start it at 16:11
* For Lesson 8, those students writing blogs will post another blog
* For Lesson 8, with time, show the video at <http://video.pbs.org/video/1619317222> again starting at 34:18 and show it through 37:50 where it shows how stained glass windows are made.

**Lessons 9 and 10**

**Lesson 9:**

* Whole-class set of copies of *Cathedral*
* Whole-class set of printouts of: “Gothic Cathedrals” by Grace Gregory <http://fourriverscharter.org/projects/Inventions/pages/europe_gothiccathedrals.htm> (if the hyperlink does not work, search for “Gothic Cathedrals by Grace Gregory”)
* Whole-class set of printouts of: “Building a Medieval Cathedral”

<http://www.historylearningsite.co.uk/building_a_medieval_cathedral.htm>

* Copy of Comparing Authors’ Styles: Teacher Guide, at end of lesson
* Whole-class set of printouts of Comparing Authors’ Styles Student worksheet Student worksheet, at end of lesson

**Lesson 10:**

Several copies each of any of the following titles by David Macaulay, enough so everyone in the class can share them easily:

*Unbuilding*

*Mill*

*Rome Antics*

*Building Big*

*City: A Story of Roman Planning*

*Castle: How It Works*

*Underground*

*Pyramid*

*Jet Plane: How It Works*

other *How It Works* books

Small group or whole group copies of “Verifying Conclusions About Macaulay’s Style,” found at the end of the lesson

**Lessons 11-13 (CEPA):**

* Access to computers for typing essays, if possible and desired
* Students’ completed copies of the Student Handouts from Lessons 9 and 10
  + Comparing Authors’ Styles
  + Verifying Conclusions About Macaulay’s Style
* Whole class sets of copies of
* Claim-Evidence-Reasoning (C-E-R) graphic organizer
* CEPA Student Instructions sheet
* CEPA Writing Rubric, found after the student instructions
* Peer Review Guide, found at the end of the lesson
* One copy of CEPA Teacher Instructions sheet