

This is an older resource which can provide ideas for teaching the Standards for student mastery using *The Cathedral*, but it is aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests.

<p>Course/Grade Grade 7 Book Unit <i>Cathedral: The Story of Its Construction</i> (1120L)</p>	<p>Text Type Informative/ Explanatory (15 Days) Portfolio Writing Prompt: After reading <i>Cathedral</i>, write an essay that describes how a famous building or a specific building in your community was constructed. Research the reasons the structure was built and the way the structure has been used over the years. Include multimedia resources such as a power point, video, posters or other multimedia to clarify your essay.</p>
<p>Common Core Writing: Text types, responding to reading, and research The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)</p>	
<p>Informational Text Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (<i>What are the different types of poetry?</i>) and components (<i>What are the parts of a motor?</i>); size, function, or behavior (<i>How big is the United States? What is an X-ray used for? How do penguins find food?</i>); how things work (<i>How does the legislative branch of government function?</i>); and why things happen (<i>Why do some authors blend genres?</i>). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. (CCSS, Appendix A, 23)</p>	
<p>Expectations for Learning Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.</p> <p>To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)</p>	

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Strands: Topics
Standard Statements

Reading for Informational Text: Key Ideas and Details

- RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Reading for Informational Text: Craft and Structure

- RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Reading for Informational Text: Integration of Knowledge and Ideas

- RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 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.

Writing: Text Types and Purposes

- W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from or supports the information or explanation presented.

Writing: Production and Distribution of Writing

- W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience has been addressed.
- W.7.6** Use technology, including the Internet, to produce and publish writing, and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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Writing: Research to Build and Present Knowledge

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening: Comprehension and Collaboration

SL.7.1 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 expressing their own clearly.

Speaking and Listening: Presentation of Knowledge and Ideas

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language: Conventions of Standard English

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore and old [,] green shirt*).

b. Spell correctly.

Language: Vocabulary Acquisition and Use

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.

a. 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.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

c. 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.

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

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Instructional Strategies

Novel Vocabulary: sacred, crusade, clergymen, quarrymen, mortar, mason, apprentices, chapel, aisle, pier, vaulting, timber, scaffolding, forge, templates, extracted, bishops, demolished, crypt, foundation, hoisted, excavated, columns, reinforcement, assembled, dismantled, reassembled, pulleys, gargoyles, channel, seeping, axle, erected, readied, keystone, simultaneously, vault, plasters, exhibit, remains, foundry, compound, cavity, semicircular, midsummer, niches

Day 1

- Review the background knowledge of *Cathedral* (**appendix 2**).
- Use links below for images: Stonehenge, Easter Island, and Pyramid of Giza -- still architectural mysteries. Ask students: *How in the world were these made?* Take all responses. Explain that it is still unknown how these were constructed, although there have been many theories.
- Ask students: *What is a cathedral? How is a cathedral used? Why were cathedrals important buildings, even in ancient times?* Whole group discussion.
- Show students images of Notre Dame and Milan Cathedral (links below). Begin discussion: *How did people construct these monuments before the invention of modern tools?* Divide students into groups of 3-4 to discuss ways in which these cathedrals might have been built. This is to assess prior knowledge and to give a purpose for reading. After discussions, explain that this book reveals the mysteries of medieval construction.
- **Exit ticket:** What is a cathedral and how is it used?

Day 2

- Review cathedrals: what they are and how they are used.
- Distribute **Student Handout: Meet the Author: David Macaulay (appendix 3)**. If possible, have other books of his to show the students, such as *Castle*, *City*, *Pyramid*, and *The Way Things Work*. Read together the information about David Macaulay and discuss the question at the bottom of the page.
- Use *Building the Book Cathedral* by David Macaulay (7 copies available at Columbus Metropolitan Library) to show the students that there is a science behind the writing of the book they are about to read. Have *Building the Book* available for student perusal during the portfolio lessons.
- Using the glossary on p. 80 of book, explain word sorts to students. Form groups and use all 30 words to create. See **Student Handout: Word Sorts (appendix 4-5)**. Have groups share their sorts and discuss why the words were grouped differently.
- **Exit ticket:** What is one fact about David Macaulay that helped him write the book *Cathedral*?

Day 3

- Read the preface of *Cathedral* aloud to the students and pose the question: *Why would the author write about an imaginary cathedral in an imaginary town instead of writing about a real cathedral?* (Possible responses might be that he wanted the book to show a typical cathedral, not a specific one; because there were already books written about specific cathedrals; because he wanted to be able to have fictitious people with their thoughts, instead of being confined by facts, etc.)
- There will be a close reading on the first text page of the book, page 5.
- Give students copies of **Student Handout: First Close Reading (appendix 6)** so students can annotate. If you prefer, students can use post-it notes in the text instead.

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- Students will read the text in question and annotate as they read.
- Teacher or proficient student will now re-read the text in question as students follow along to further annotate.
- In cooperative groups, students will answer text-dependent questions. Each question will be asked separately, so the groups can discuss and come to consensus on this question before sharing with the class. After the class shares, the next question should be asked. The questions can be typed into SmartBoard or on an overhead so that one question can be revealed at a time.
- The last text-dependent question is a **formative assessment** for students to demonstrate their learning. It can be an individual written response, an oral response, or a group response.

Teacher or proficient student reads aloud as students follow along	Vocabulary	Text-dependent questions
<p>For hundreds of years the people of Europe were taught by the church that God was the most important force in their lives. If they prospered, they thanked God for his kindness. If they suffered, they begged for God’s mercy, for surely God was punishing them.</p> <p>In the thirteenth century God was good to the people of France and especially to the people of Chutreaux. They had no wars to fight and the plague was gone. The weather was good for the farmers so there was plenty of food to eat, and business was good for the city’s merchants. For these blessings and to help insure that He would continue to favor them, the city of Chutreaux wished to thank God. The people began to dream of building Him a new cathedral. (Q1-2)</p> <p>A new cathedral would offer a worthy resting place for the sacred remains of Saint Germain, a knight of the First Crusade whose skull and forefinger had later been sent back from Constantinople by Louis IX. Such relics as these were worshipped by people throughout Europe. And a new cathedral was an attractive idea for yet another reason. At the time the people of nearby Amiens, Beauvais, and Rouen were building new cathedrals. The people of Chutreaux did not wish to be outdone, on earth or especially in heaven. (Q3)</p> <p>The final decision to build a new cathedral was made in the year 1252, after lightning struck and severely damaged the old cathedral. The people of Chutreaux wished to build the longest, widest, highest and most beautiful cathedral in all of France. The new cathedral would be built to the glory of God and it mattered little that it might take more than one hundred years to construct it. (Q4)</p>	<p>prospered: succeeded; did well; flourished</p> <p>plague: epidemic; outbreak of deadly disease</p> <p>sacred: holy; religiously important</p> <p>First Crusade: religious war to retake areas in the Holy Land held by Muslim forces</p> <p>relics: artifacts; religious objects from historical times</p>	<p>Teacher Directions: Check for comprehension on the bold-faced words in the text.</p> <p>(Q1) The text says, “God was good to the people of France and especially to the people of Chutreaux.” There are five reasons the author uses as evidence that God was good to the people in the 13th century. What are these 5 reasons?</p> <p>(Q2) Choose two of these reasons and explain how these might have had a large influence on the people of Chutreaux.</p> <p>(Q3) Who was Saint Germain? How did he influence the peoples’ desire to build a new cathedral?</p> <p>(Q4) Which of the reasons for building the cathedral mattered the most to the people of Chutreaux? Explain, using textual evidence.</p>

- **Exit ticket:** Explain two reasons that the people of Chutreaux wanted to build a cathedral in 1252.

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Day 4

- Read *Cathedral* (6-13). Divide the students into 9 groups. From the drawings on page 8, assign each group a trade (listed in order at the top of page 9). Each group will figure out what their trade does, which part of the cathedral they would specifically work on, and which tools (from pages 10-11) they might use in their work. Many tools will be used by more than one trade, and some trades will not use any of those. What tools might they need instead? Give the students 10 minutes to answer those three questions and then have the groups share their information with the rest of the class.
- Begin **Student Handout: Timeline (appendix 7)**. Record important dates from *Cathedral* and research factual information about what was happening at that same time in the world. Discuss: *Why can't we find similar information in certain continents outside of Europe?*
- Allow student groups on a computer (can use the same 9 groups from above) to research what was happening in the world in 1252. ([History Orb](#) is a site that could be used easily for this research).
- **Exit Ticket:** What is one event that was happening in the world the same year the cathedral was beginning?

Day 5

- Read *Cathedral* (14-25).
- Distribute **Student Handout: Connotations and Denotations (appendix 8)**. Read directions aloud with students. Have students share their responses in pairs or small groups.
- Update **Student Handout: Timeline (appendix 7)**.
- Introduce the **portfolio writing prompt**: After reading *Cathedral*, write an essay that describes how a famous building or a specific building in your community was constructed. Research the reasons the structure was built and the way the structure has been used over the years. Include multimedia sources such as a power point, video, posters or other multimedia to clarify your essay.
- Brainstorm buildings that could be used for this prompt.
- Begin prewriting for Portfolio Writing by reviewing Introduction of Research Writing and Research Sources: *The Write Source* pp. 363-376.
- **Exit Ticket:** Compare the connotations of the words *kid*, *student*, *young adult*, and *apprentice*. Which would you prefer to be called and why?

Day 6

- Read *Cathedral* (26-33).
- Distribute **Student Handout: Using A Dictionary to Discover Meaning (appendix 9)**. Students will work in small groups to discuss definitions in their own words.
- Continue to update **Student Handout: Timeline**. Take time today to do online research of factual events of the same time period. ***Reserve or prepare the technology necessary for online research (i.e., create a station system with classroom computers, reserve computer lab, reserve laptop cart, etc.)**
- Continue prewriting for Portfolio Writing: *The Write Source* pp. 381-386. Discuss the primary reason for using research.
- Discuss yesterday's brainstormed ideas for buildings to research. Students will decide on their top 3 choices and check for availability of resources on each.
- **Exit Ticket:** Give a two to three sentence summary of what you've read so far. Use at least three vocabulary terms in your summary.

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Day 7

- Students will choose their research project today. They will be writing an essay and preparing a multimedia presentation about a building of their choice.
- Distribute **Student Handout: Research Project Overview (appendix 10)**. Read this overview together in class so that students understand they are creating both a written essay and a multimedia presentation on the same topic.
- Distribute **Student Handout: Graphic Organizer (appendix 11)**. Students will fill out the information they know already on this graphic organizer and create goals for their 3 in-class research days.
- Distribute **Student Handout: Stairway to Heaven (appendix 12-13)**. Students will read and annotate this news article about a real cathedral in Siena, Italy. Students will share their annotations with a partner and discuss the question at the end of the article.
- Continue with **prewriting** and **research instruction** for Portfolio Writing: *The Write Source* pp. 387-393.
- **Exit Ticket:** What is the name of the building you have chosen to research? Why did you choose that building?

Day 8

- Read *Cathedral* (34-45).
- Distribute **Student Handout: Affixes and Word Roots (appendix 14)**. Share student's own words with affixes.
- Continue to update **Student Handout: Timeline**.
- Review thesis statement for Portfolio Writing: Thesis Statement *The Write Source* p. 39.
- Students will write the thesis statement for their essay, using the format given in *The Write Source*.
- **Exit Ticket:** Write a two-sentence summary of what you read today in *Cathedral*.

Day 9

- Read *Cathedral* (46-56).
- Watch first 15-20 minutes of the **PBS mini-movie of *Cathedral*** (link located under Instructional Resources). Finishing the PBS movie is optional, and can be finished as time and available technology permits.
- Complete **Student Handout: Venn diagram (appendix 15)**.
- Continue to update **Student Handout: Timeline**.
- Review outlining for Portfolio Writing: Outline Ideas *The Write Source* p. 395.
- **Exit Ticket:** Share the most important points from your Venn diagram.

Day 10

- Read *Cathedral* (58-67).
- Begin **Close Reading of page 60**. Follow the procedures explained on Day 3 to complete this close reading exercise.
- Distribute **Student Guide: Second Close Reading (appendix 16)** for students to annotate.

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Teacher or proficient student reads aloud as students follow along	Vocabulary	Text-dependent question
<p>By this time the glass makers had started working on the beautiful colored glass for the huge windows. They made the glass from a mixture of beechwood ash and washed sand that was melted at high temperatures. After different kinds of metals were added to the molten mixture for color, the glass makers scooped up a ball of molten glass on the end of a hollow pipe and blew it up like a balloon. By cutting the end off the balloon and spinning the pipe quickly, the glass opened up into a flat circular shape. It was then removed from the pipe and allowed to cool. (Q1)</p> <p>The glass was cut into a square shape with a grozing iron, a steel rod with a sharp point at one end, to the right shape and size for the window. The pattern for the window had been drawn on a whitewashed bench so that the glass could be cut to the exact size and shape simply by laying it over the pattern. (Q2)</p> <p>After several pieces of glass had been cut, they were joined by strips of lead. Single pieces of glass were usually no larger than eight inches by eight inches, but sections as large as thirty inches square could be made when held together by the lead. The sections were inserted between stone mullions and the reinforcing bars to create windows as high as sixty feet. (Q3-4)</p>	<p>molten: melted; liquefied</p> <p>mullions: vertical pieces of stone, metal, or wood that divide the panes of a window or the panels of a screen</p>	<p>Teacher Directions: Check for comprehension on the bold-faced words in the text.</p> <p>(Q1) What did the glass makers use to make the color in the glass? Which sentence says that?</p> <p>(Q2) How were the glass makers able to cut the glass to form a specific pattern? Cite evidence from the text to support your response.</p> <p>(Q3) Why were strips of lead important in the making of stained glass windows? Cite evidence from the text to support your response.</p> <p>(Q4) List 5 steps for creating stained glass windows in sequential order.</p>
<ul style="list-style-type: none"> Continue to update Student Handout: Timeline. While students are working on their timelines, facilitate a discussion: <i>Compare and contrast your research findings for your timeline by different countries. Why can't you find any information about cathedrals in the United States in the 1200s? What does the information you find about cathedrals tell you about the cultural history and progress of that country? Explain your answer with examples from the text and from your research.</i> Review citations for Portfolio Writing: First Draft <i>The Write Source</i> pp. 398-402: How to cite sources. Advise students they will learn more about this on Day 12. Exit Ticket: Explain one skill that a glass maker would need to be successful during the time period described in the book <i>Cathedral</i>. <p>Day 11</p> <ul style="list-style-type: none"> Read <i>Cathedral</i> (69-79). *Reserve or prepare the technology necessary for online research (i.e., create a station system with classroom computers, reserve computer lab, reserve laptop cart, etc.). Finish and review Student Handout: Timeline (appendix 7). 		

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- Provide an overview of the three research days for the essay and multimedia project by explaining the importance of using credible sources while researching. Distribute **Student Handout: Evaluating Sources: Is It Credible? (appendix 17)**. Use the Evaluating Sources handout to review the thinking process to determine if a source is credible. Students should use this paper to begin their online research. Links to credible sources are included under Instructional Resources for students who struggle with finding sources independently.
- Day 1 online research. Remind students that the final copies of the essay and the multimedia presentation are due on Day 15. They may need to work at home on this project.
- Review how to list citations for Portfolio Writing: First Draft *The Write Source* pp. 403-404: How to create a works cited page.
- **Exit Ticket:** What makes a source credible, and where should you start to find reliable sources?

Day 12

- Day 2 online research on the essay and research project. Use **Student Handout: Graphic Organizer (appendix 11)** to work on the goal for today. **Remind students again that everything is due Day 15 and they may need to work at home on this project.**
- Distribute **Student Handout: Citing Your Sources Correctly (appendix 18)**. Complete one web page as a class.
- Review revision for Portfolio Writing: *The Write Source* pp. 405-406. Revise essays.
- **Exit Ticket:** Share two credible sources you used and explain how you know they are credible.

Day 13

- Day 3 online research on the essay and multimedia project. Remind students that final copies of essays and the multimedia projects will be completed tomorrow in class. This is the last day for research.
- Review for Portfolio Writing: Final Draft *The Write Source* pp. 407-408.
- **Exit Ticket:** Explain what still needs to be done to be ready to present your project on Day 15.

Day 14

- Type the final copy of the essay; put finishing touches on multimedia presentation.
- (optional) Finish the **PBS mini-movie of *Cathedral*** (link located under Instructional Resources).
- **Exit Ticket:** Describe an interesting fact you learned about your building during this project.

Day 15

- **Summative assessment:** Students will present the multimedia portion of the research project on their building. Students will be assessed on eye contact, voice clarity and audibility, as well as content. Students will turn in the final copy of the essay portion of their project.
- **Exit Ticket:** Which was the most interesting building that was presented today? What made it interesting?

Instructional Resources

- Illustrations for activity Day 1:
[Easter Island](#)
[Stonehenge](#)
[Pyramid of Giza](#)

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[Notre Dame](#)
[Milan Cathedral](#)

- *Build the Book Cathedral* by David Macaulay, available at the Columbus Metropolitan Library (1070L)
- [Built To Last DIGITAL DOWNLOAD](#) by David Macaulay. *Cathedral* appears in full color with new drawings and newly researched information. Available as a digital download via the Columbus Metropolitan Library. Hard copy also available. (1280L)
- [SMART board Architecture Vocabulary quiz](#)
- Research sites for Cathedrals:
 - [Notre Dame](#)- Cathedral in Paris, France, with links to vocabulary terms from *historyforkids*
 - [More on Notre Dame from official website](#)
 - [Duomo di Pisa](#)- Cathedral next to the leaning tower of Pisa, Italy
 - [Milan Cathedral](#) – Information on the largest Gothic cathedral in the world
 - [Sagrada Familia](#)- Gaudi's Famous Cathedral in Barcelona, Spain
- [Building The Great Cathedrals](#) DVD documentary on building cathedrals and cathedrals on the brink of collapse (60 min). Available at Columbus Metropolitan Library
- [TED talk](#) by author on artistic process of building a children's picture book about Rome (20 minutes)
- [PBS narrated animated mini-movie of Cathedral](#) (57 minutes) that includes video clips of modern architecture and animated characters

Integration of Knowledge and Ideas (Strategies for Diverse Learners)

- [Link to multiple specialized searches for kids](#)
- *Pearson eBook Professional Development Guidebook*: Interpretation Chart p. 28 (What does it say, What does it mean, Why is it important)
- [Satire of The Chutreaux Glass Cathedral](#) - by Purun Cheong from Stanford University
- Alternate or Enrichment Reading:
 - *Building the Book: Cathedral* by David Macaulay (1070L)
 - *Built to Last* by David Macaulay (1280L)
 - *Medieval Buildings* by Tammy Zambo (1130L) includes glossary, historical context, and photographs. Available on *Pearson Successnet*.
 - *The Story of Architecture* by Francesco Milo (Picture Book). Available at Columbus Metropolitan Library.

Professional Articles

- *Pearson eBook Professional Development Guidebook: Reaching All Students* by Maria V. Balderrama
- [Middle Age Technology](#) – Gothic Cathedrals construction explained
- [Engaging and Exploring Explanatory Writing](#)
- [A table showing core elements of explanatory texts to support teaching and learning](#)
- [A Visual Dictionary for Secondary Students by PEPSA](#)

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English Language Arts Connections		
<p style="text-align: center;">Reading</p> <p>Incorporate Common Core Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. http://www.corestandards.org</p>	<p style="text-align: center;">Language</p> <p>Incorporate Common Core Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary.</p>	<p style="text-align: center;">Speaking and Listening</p> <p>Incorporate Common Core Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org</p>

Appendix

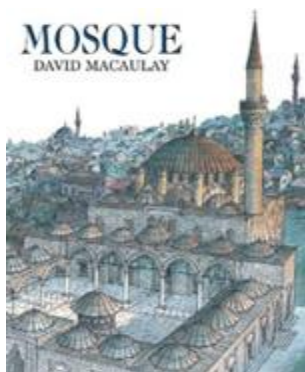
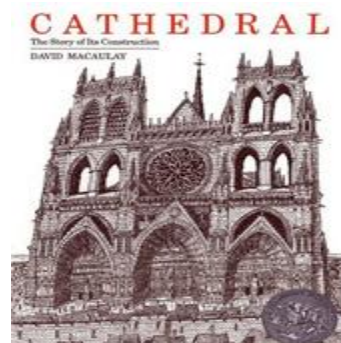
Overview of the book: This informative/explanatory book details the constructing of an imaginary cathedral in an imaginary town in medieval France. David Macaulay studied architecture and his knowledge of the subject is apparent in this book. He uses descriptive words and numerous black and white drawings to illustrate the journey from the inception of the cathedral to its completion. William of Planz, the imaginary architect, envisions the new cathedral after the old church was struck by lightning. The quarrymen extract the stone and the carpenters cut the timber for the materials. Next, the workers use their special tools of the time period to construct the frame. We see detailed drawings of the working and living conditions of the people of the time. Technical language is used throughout the book to describe the construction process. Many of the terms are defined in the text using restatement or definition. A glossary included in the back of the book gives additional support.

The book reads as a factually correct text on a real cathedral, with names and specific dates given. However, it is important to stress to the students that this is actually a compilation of many gothic cathedrals built during this time period in France. The details are realistic, but not true. So this book is an example of informative/explanatory fiction. It is only 80 pages in length but may prove difficult for students to read due to the technical language.

Meet The Author: David Macaulay

David Macaulay was eleven when his parents moved from England to Bloomfield, New Jersey. He found himself having to adjust from an idyllic English childhood to life in a fast paced American city. During this time he began to draw seriously, and after graduating from high school he enrolled in the Rhode Island School of Design (RISD). After spending his fifth year at RISD in Rome on the European Honors Program, he received a bachelor's degree in architecture and vowed never to practice. After working as an interior designer, a junior high school teacher, and a teacher at RISD, Macaulay began to experiment with creating books.

He published his first book, *Cathedral*, in 1973. Following in this tradition, Macaulay created other books—including *City*, *Castle*, *Pyramid*, *Mill*, *Underground*, *Unbuilding*, and *Mosque*—that have provided the explanations of the how and the why in a way that is both accessible and entertaining. From the pyramids of Egypt to the skyscrapers of New York City, the human race's great architectural and engineering accomplishments have been demystified through Macaulay's elaborate show-and-tells. Five of these titles have been made into popular PBS television programs.



Macaulay is perhaps best known for the award-winning international bestseller *The Way Things Work*, which was expanded and updated in 1998 and renamed *The New Way Things Work*. This brilliant and highly accessible guide to the workings of machines was dubbed “a superb achievement” by the *New York Times* and became a *New York Times* bestseller. Using a humorous woolly mammoth to illustrate principles, Macaulay offers even the least technically minded reader a window of understanding into the complexities of today's technology. He uses this same humorous approach and uncanny ability to explain complicated systems in *The Way We Work*, which tackles the most intricate machine of all: the human body.

David Macaulay's detailed illustrations and sly humor have earned him fans of all ages. His books have sold more than three million copies in the United States alone, and his work has been translated into a dozen languages. His many awards include the Caldecott Medal and Honor Awards, the Boston Globe–Horn Book Award, the Christopher Award, and the Washington Post–Children's Book Guild Nonfiction Award. He was a two-time nominee for the Hans Christian Andersen Award and received the Bradford Washburn Award, presented by the Museum of Science in Boston to an outstanding contributor to science.

In 2006 he was awarded a prestigious MacArthur (“Genius”) Fellowship, given “to encourage people of outstanding talent to pursue their own creative, intellectual, and professional inclinations.”

David Macaulay lives with his family in Vermont.

Discuss: How did David Macaulay's **life experiences** influence his **point of view** while writing *Cathedral*?

Author Bio from cogito.org “Cogito Interview: David Macaulay, Author and Illustrator” by Carol Blackburn

Word Strips for Word Sorts

Cut these words apart to create your word strips for the word sort activity.

AISLE	CROWN	BUTTRESS	CLERESTORY
APSE	CAPITAL	CATHEDRAL	FLYING BUTTRESS
NAVE	MULLION	CENTERING	GOTHIC ARCHITECTURE
RIB	TEMPLATE	LAGGING	MORTICE AND TENON
CHOIR	TRANSEPT	VOUSSOIRS	ROMANESQUE ARCHITECTURE
CRYPT	TRACERY	WINDLASS	TYMPANUM
PIER	HURDLES	TRIFORIUM	
TRUSS	VAULT	KEYSTONE	

Cathedral: The Story of Its Construction

First Close Reading

For hundreds of years the people of Europe were taught by the church that God was the most important force in their lives. If they prospered, they thanked God for his kindness. If they suffered, they begged for God's mercy, for surely God was punishing them.

In the thirteenth century God was good to the people of France and especially to the people of Chutreaux. They had no wars to fight and the plague was gone. The weather was good for the farmers so there was plenty of food to eat, and business was good for the city's merchants. For these blessings and to help insure that He would continue to favor them, the city of Chutreaux wished to thank God. The people began to dream of building Him a new cathedral.

A new cathedral would offer a worthy resting place for the sacred remains of Saint Germain, a knight of the First Crusade whose skull and forefinger had later been sent back from Constantinople by Louis IX. Such relics as these were worshipped by people throughout Europe. And a new cathedral was an attractive idea for yet another reason. At the time the people of nearby Amiens, Beauvais, and Rouen were building new cathedrals. The people of Chutreaux did not wish to be outdone, on earth or especially in heaven.

The final decision to build a new cathedral was made in the year 1252, after lightning struck and severely damaged the old cathedral. The people of Chutreaux wished to build the longest, widest, highest and most beautiful cathedral in all of France. The new cathedral would be built to the glory of God and it mattered little that it might take more than one hundred years to construct it.

Cathedral **TIMELINE**



Cathedral Important
Events

Researched
Factual Events

1252 p. 5

May 24, 1252 p.18

November 1252 p.24

April 14, 1253 p. 26

Summer 1270 p. 34

November 1270 p.37

1270 - 1275 p. 39

1280 p. 46

September 1281 p.51

May 1302 p. 58

1306 p. 64

1331 p. 69

1332 p.70

1338 p.75

Name: _____

Connotations and Denotations

David Macaulay uses specific terms to describe the many types of **workers** in *Cathedral*. In the space below, list terms for **workers** involved in **creating** the cathedral.

These terms used in *Cathedral* have **professional** connotations. The **connotation** of a word represents its **social, cultural, or emotional meaning**. The **denotation** of a word represents the **definition**. For example, the words cackle and giggle have similar denotations- laugh, but different social connotations. If a girl cackles, the connotation shows that she is mean. If a girl giggles, the connotation shows that she is happy. Both words have a denotation of laughter.

The following words have similar denotations, or definitions, but different connotations, or social meanings. Compare the different **connotations** of the following terms:

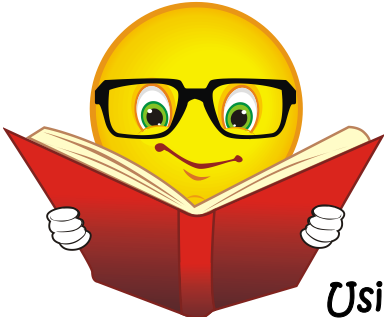
Example: Compare the connotations of **butler** and **servant**: The term **butler** has a more respectful, professional and wealthy social meaning. The term **servant** has a negative, disrespectful and poor social meaning.

1. Compare the connotations of **student** and **apprentice**: _____

2. Compare the connotations of **mason** and **construction worker**: _____

3. Compare the connotations of **blacksmith** and **laborer**: _____

Critical Thinking: Why do you think David Macaulay uses specific words with professional connotations? How does Macaulay's professional word choice affect how readers feel about the importance of each community member who helps to build the cathedral?



Names: _____

Using a Dictionary to Discover Meaning

Directions: Work with a partner and use dictionaries to define the following vocabulary terms. Once you find a definition in your dictionary, **(1)** take turns with your partners pronouncing the word **aloud**, **(2)** read the definitions and **discuss** what you think they mean, and **(3) write** the definition in **your own words**.

1. **crusade:** _____

2. **clergymen:** _____

3. **scaffolding:** _____

4. **excavated:** _____

5. **gargoyles:** _____

6. **keystone:** _____

7. **vault:** _____

8. **cavity:** _____

Cathedral: The Story of Its Construction: Research Project

Directions: You will be researching to answer the question: How was a famous building or a specific building in your community constructed? Research the reasons the structure was built and the way the structure has been used over the years. Include multimedia resources such as a power point, video, posters or other multimedia to clarify your essay.

The building I have chosen to research is: _____

Location: _____

Project expectations:

- ✓ Research is **focused** on **answering the main question**, and also asks additional questions on the same topic. (Additional questions may include: *Why has the building's use changed over the years? Why is this building historically significant?*)
- ✓ Data gathered from **multiple sources**
- ✓ All sources are **credible** and thoroughly explored
- ✓ Sources are **correctly cited**
- ✓ Multimedia **clarifies** the research paper



While working on the computer, it is important that you use your time wisely and maturely.

THIS RESEARCH PAPER IS DUE ON: _____

TODAY'S DATE IS: _____

Research Project: Guiding Question

DUE:

Building Name:

Building Location:

Current Use of Building:

DAILY GOALS:

Day 1

Day 2

Day 3

Stairway to Heaven: Siena Cathedral Opens Roof Tour

April 30, 2013

(This story has been made available to Tales Told From The Road by the news syndication service Repost.us.)

Secret passages high up in the rafters of Siena Cathedral have opened for the first time after decades of restoration, offering a rare view of midnight-blue ceilings and the Tuscan panorama.

The famous 13th-century black-and-white striped cathedral has opened a series of spiral staircases and covered internal walkways to the public -- all some 15 meters (49 feet) from the marble floor.

Visitors climbing up can peep down through small windows onto the mediæval and Renaissance mosaics showing biblical scenes which line the nave and transepts and the golden stars of the ceiling.

"The roof of Siena Cathedral had never been considered a place that could be suitable for tourists," Mario Lorenzoni, curator of Siena Cathedral, told AFP.

"We went up into the lofts to clean them and it was a mammoth task! And while we were there, we realized that the roof could offer amazing things," he said.

Beyond the covered walkways, open only to 15 people at a time, is another succession of spiral steps leading to the cathedral's parapet and a view across the red-tiled roofs of Siena.

Hidden from sight from tourists below admiring the cathedral's collection of art works by Bernini, Donatello and Michelangelo, navigating the passages is like being back-stage in a theatre.

Here, poised between earth and sky, the methods and technical challenges involved in building the cathedral, which was designed and completed by 1263, are laid bare.

The idea is to give visitors a glimpse of what it takes to raise from marble blocks a towering house of prayer, decorated both inside and out in the city's black and white stripes in a reference to the colors of the horses ridden by the city's founders, Senius and Aschius.

"How did they raise the tons of marble? How did the sculptors work? How did the architects explain to them what they had in mind?" said Lorenzoni, outlining some of the concepts tackled.

"On the one hand there is the visual aspect, with sublime views, and on the other there's the more technical aspect -- no less moving -- on how the works of art which we so love today were made," he said.

The walkways were opened to the public in collaboration with the town's religious authorities, headed up by Archbishop Antonio Buoncristiani.

"In a town which was fundamentally poor, it was possible to build extraordinary monuments, of an indescribable beauty. How? Because they had a sense of the common good," he said.

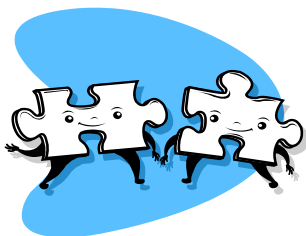
"I think that the most important aspect of the visit is to understand what the cathedral construction site meant, how it mobilized the whole town," he added.

While scaling the steps to the hidden pathways may bring some closer to heaven, the experience is not for the faint of heart.

It is "a fascinating experience, but of course not for everyone: an elderly person is not going to climb that spiral staircase!" the 69-year-old archbishop said.

The walkways are open to the public until October 27, and visitors must reserve tickets in advance.

Discussion Question: Why would people want to visit the roof of the Siena Cathedral?



Name: _____

Affixes and Word Roots

Directions: Read the word parts below. Find the meaning of each part in the Word Bank. Then combine each part to make a real word. Write the word. Then write a definition of the word, using the Word Bank meanings.

1. **syn** same or similar + **onym** name = **synonym** – a word that means the same as another word.
2. **de** _____ + **molish** _____ = _____
3. **mid** _____ + **summer** _____ = _____
4. **dis** _____ + **mantle** _____ = _____
5. **semi** _____ + **circle** _____ = _____
6. **simul** _____ + **taneous** _____ = _____
7. **key** _____ + **stone** _____ = _____
8. **re** _____ + **inforce** _____ = _____

Word Bank

semi (partial, half)
 mid (middle)
 re (again)
 de (down)
 key (essential)
 dis (reverse)
 simul (together)

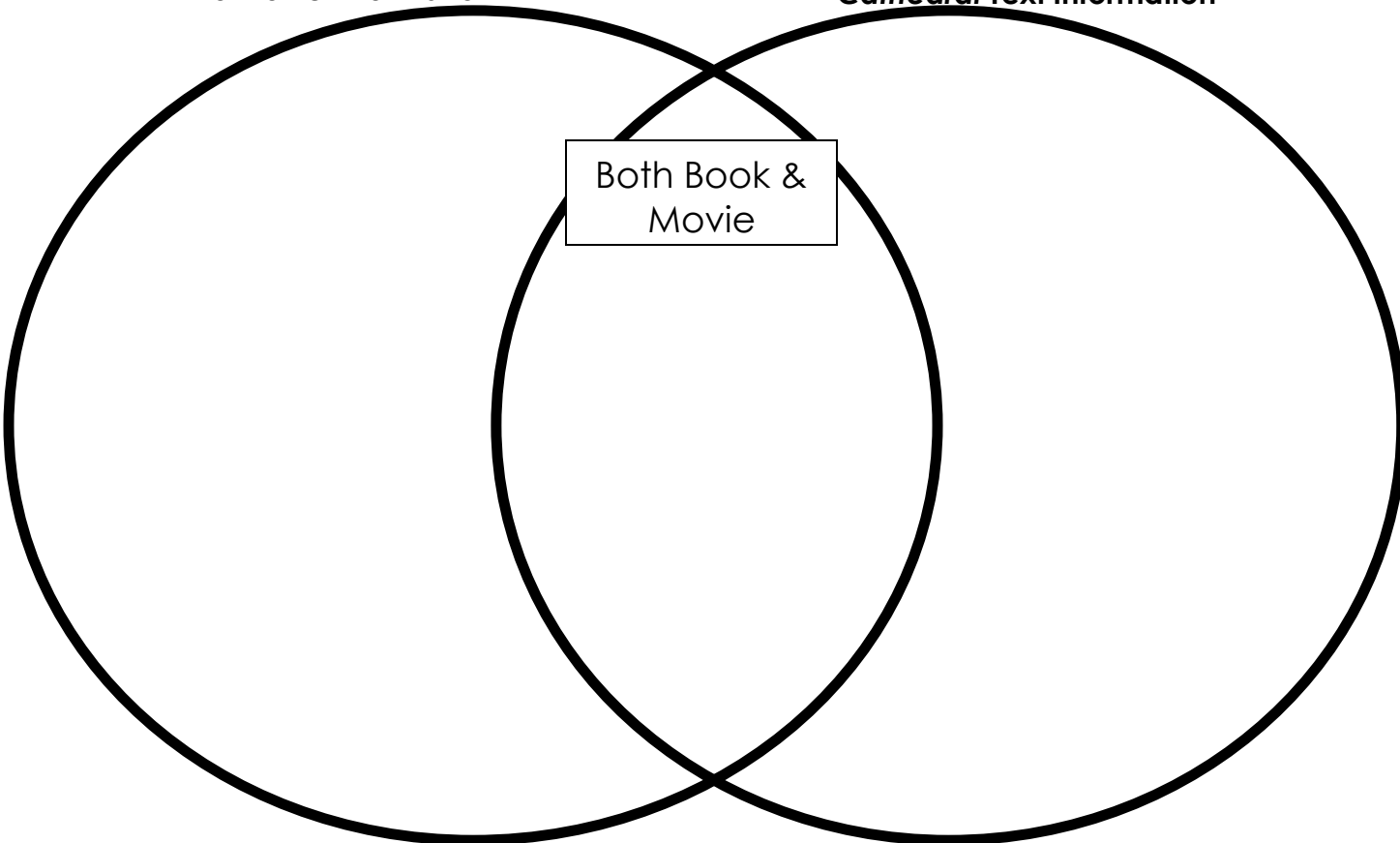
stone (rock designed for specific purpose)
 molis (massive structure)
 instaneous (completed in an instant)
 mantle (to cover)
 enforce (to force with strength)
 circle (ring)
 summer (season between spring and autumn)

BONUS! How many more real words can you break into parts? Write those words with their meanings here and on the back of this sheet.

Name: _____

PBS Movie Information

***Cathedral* Text Information**



Compare the book *Cathedral* to the PBS movie interpretation. While the book and the movie are about the same topic, they present the information differently. Discuss the similarities and differences of the book and the movie, using specific examples to support your claims.

Cathedral: The Story of Its Construction

Second Close Reading

By this time the glass makers had started working on the beautiful colored glass for the huge windows. They made the glass from a mixture of beechwood ash and washed sand that was melted at high temperatures. After different kinds of metals were added to the molten mixture for color, the glass makers scooped up a ball of molten glass on the end of a hollow pipe and blew it up like a balloon. By cutting the end off the balloon and spinning the pipe quickly, the glass opened up into a flat circular shape. It was then removed from the pipe and allowed to cool.

The glass was cut into a square shape with a grozing iron, a steel rod with a sharp point at one end, to the right shape and size for the window. The pattern for the window had been drawn on a whitewashed bench so that the glass could be cut to the exact size and shape simply by laying it over the pattern.

After several pieces of glass had been cut, they were joined by strips of lead. Single pieces of glass were usually no larger than eight inches by eight inches, but sections as large as thirty inches square could be made when held together by the lead. The sections were inserted between stone mullions and the reinforcing bars to create windows as high as sixty feet.

Name: _____

Evaluating Internet Sources- Is It Credible?

Bring this paper with you while you do your research. It will help you find reliable, factual information and keep you on track with your project. You can answer these questions by discussing them in a group or jotting them down on a separate piece of paper.

Where Do I Start? Credible Research Cites

worldbookonline.com	ala.org/greatsites	factmonster.com	
discovery.com	timeforkids.com	kids.nationalgeographic.com	
askkids.com	yahooligans.com	safesearchkids.com	pbs.org

For each of your online sources, **consider** the following questions:

- ✓ **Source.** What organization sponsors or pays for the Web site? What does this sponsor indicate about the credibility of the site?
- ✓ **Author.** Who is the author? What qualifications does the author possess?
- ✓ **Timeliness.** When was this site first published online? When was it last updated? Are its argument and information still timely?
- ✓ **Evidence.** Where does the author's evidence come from? Does the evidence adequately support the author's claims?
- ✓ **Bias.** Can you detect particular biases of the author? How do the author's biases affect his or her arguments and conclusions?
- ✓ **References.** Are references provided for information given on the site? If so, who considers these references reputable?
- ✓ **Links.** Are there links to additional information? Do the links work? Is the linked information reliable? Do these links offer further insight into the author's biases?
- ✓ **Advertising.** Is the Web site an advertisement for a product, place, or service? If so, how does this affect the credibility of the site?

Now, for **each** of your online sources, **answer** the following questions:

1. Should I use this source? If so, how will it support my project?
2. What is happening in the article?
3. When is it happening?
4. How is it happening?
5. Why is it happening?

Once you've finished, look back at your answers. What do you still need to find out before you begin writing?



Name: _____

Citing Your Sources Correctly

Instructions: Use this worksheet to write down necessary information on the sources you use to conduct research.

Internet Sources

Web Page #1

- Title of web page: _____
- Name of author/editor: _____
(last) , (first) , (middle name or initial)
- Company/organization that posted the web page: _____
- Date you accessed the web page (day, month, year): _____
- URL: < _____ >

Notes

Web Page #2

- Title of web page: _____
- Name of author/editor: _____
(last) , (first) , (middle name or initial)
- Company/organization that posted the web page: _____
- Date you accessed the web page (day, month, year): _____
- URL: < _____ >

Notes

Web Page #3

- Title of web page: _____
- Name of author/editor: _____
(last) , (first) , (middle name or initial)
- Company/organization that posted the web page: _____
- Date you accessed the web page (day, month, year): _____
- URL: < _____ >

Notes