



Day One Full Lesson Plan

Introduction to the Great Lakes

SUMMARY

Students will answer true or false questions to evaluate prior knowledge of Great Lakes and maritime vocabulary. They will then read a fictional text of a Great Lakes schooner voyage that introduces maritime-related vocabulary and complete vocabulary connection activities. The teacher will overview a short research project to determine the meaning of words and phrases as they are used in a text, and students will complete the project.

LEARNING OBJECTIVES

I can identify several features of the Great Lakes.

I can comprehend a fictional narrative and gather information about topics related to the Great Lakes in the 1880s.

LESSON CONCEPTS

Available technology influences what can be accomplished at a particular moment in history.

The Great Lakes are dynamic bodies of water whose physical properties have influenced, and continue to influence, local and regional weather, commercial shipping and human culture.

ACADEMIC VOCABULARY

Fictional: Not true or imaginary. See also the Moonrise Fictional Narrative Vocabulary List

PRIOR KNOWLEDGE

What students need to know and be able to do prior to this lesson:

Students should have completed prior instruction related to information-gathering/research techniques.

Students should have prior experience with PowerPoint or similar presentation creation software.

Student preferences and interests to consider in preparation for this lesson:

Students will be working in small groups throughout the unit. Groups remain static for days one and two but may be altered for day three if desired.

Misconceptions and/or misunderstandings that students might have related to this lesson:

Lighthouses have always been automated.

The Great Lakes are similar in size to other lakes in the region.

Transportation of people and goods has always been done primarily over land (i.e., automobile, trucks and trains).

Swift communication and emergency rescue are possible in all geographic locations.

CLASSROOM NEEDS

Computer and LCD projector

1:1 devices with internet connection and PowerPoint or comparable presentation software

TEACHER PREPARATION

Prepare to lead the guided practice section by reviewing materials about the Titanic and Edmund Fitzgerald shipwrecks. Many people are familiar with the sinking of the **Titanic** in April 1912 when 1,503 lives were lost. Many books have been written, and there was also a movie about it. (For additional information, see National Geographic's "The Sinking of the Titanic," available on [You Tube](#) and Encyclopedia Britannica's "Titanic Real Footage: Leaving Belfast for Disaster (1911-1912)," available also on [You Tube](#). In the Great Lakes, many people are familiar with and intrigued by the sinking of the **Edmund Fitzgerald**, a Great Lakes freighter that sank in a large storm on Lake Superior in November of 1975. (For additional information, see the [Great Lakes Shipwreck Museum](#).)

DOCUMENTS

For students

File 1 [Great Lakes True or False](#) (file includes answer key and worksheet)

File 2 [The Moonrise: A Fictional Account of a Great Lakes Voyage](#)

File 6 [Research Activity and Rubrics](#)

File 7 [Research Presentation Template \(PowerPoint\)](#)

For educator

File 2 [Great Lakes True or False for Display \(PowerPoint\)](#)

File 1 [Great Lakes True or False](#) (file includes answer key and worksheet)

File 4 [Moonrise Fictional Narrative with Vocabulary Annotated](#)

File 5 [Moonrise Fictional Narrative Vocabulary List](#)

Extensions

File 8 [Shipwreck Bibliography](#)

File 9 [Reflective Dictionary](#)

LESSON PLAN

BACKGROUND KNOWLEDGE (10 MIN)

- 1) As the students come into class have the **Great Lakes True or False for Display (PowerPoint)** projected on screen.
- 2) Give students a few minutes to independently complete the **Great Lakes True or False document**.
- 3) During a brief pair share session, have the students compare their answers and share their rationale for answering as they did.

GUIDED PRACTICE (20 MIN)

1) Introduction to shipwrecks

The phenomena: People are often fascinated and intrigued by shipwrecks. Can you name any ships that have sunk? List student responses on board. If not mentioned, prompt to include the Titanic (in the north Atlantic) and the Edmund Fitzgerald (in Lake Superior).

There are shipwrecks around the world with songs and even movies made about them. In the Great Lakes, there are more than 6,000 shipwrecks, many with their own intriguing stories. In Wisconsin waters, there are estimated to be more than 750 shipwrecks, although only about 190 shipwrecks have been officially found and documented by maritime archaeologists. Maritime archaeologists are professionals that work on shipwrecks.

Today, we have a fictional mystery about a lost ship on the Great Lakes to solve ourselves! Over the next several days, we will work as a team to try to determine what may have happened to a fictional ship that the story says sailed more than 150 years ago.

We will also learn about a real ship called the Antelope, a schooner that sank in Lake Superior. We will learn how a real maritime archaeologist uses underwater remotely operated vehicles (ROVs) to explore the Antelope.

2) Students read “The Moonrise: A Fictional Account of a Great Lakes Voyage”

Introduce the story of a fictional shipwreck. Define “fictional” and describe to students the reading strategy that will be used. Provide students with a printed or electronic copy of the story “The Moonrise: A Fictional Account of a Great Lakes Voyage.” During the reading, students should circle any unfamiliar vocabulary words.

Note: There is an annotated version of the story that anticipates words students may be unfamiliar with (Moonrise Fictional Narrative with Vocabulary Annotated). Additionally,

terms are defined in the Moonrise Fictional Narrative Vocabulary List” document. These files may be helpful to the teacher and/or classroom aides working with students who struggle with reading. These words will be the focus of the Reflective Dictionary extension activity (below).

3) Connect vocabulary

As indicated above, students should circle any unfamiliar vocabulary during the reading. At the completion of the story, have the students visually scan their copy of the story for the words they circled. Have them now highlight in blue any circled word that is related to a ship, ship safety, water and/or the Great Lakes and highlight in green any circled word that is general vocabulary.

Lesson support: Struggling readers may need assistance with this step and/or may need to complete this step as homework due to class time constraints.

4) Introduce research project

Group students in groups of two or three. Students will be responsible for gathering information about a topic from the Research Activity document or a teacher-approved topic. You can either assign topics or allow student choice.

Students will prepare a digital presentation of the information they gather using the Research Activity Presentation Template as a guide.

5) Review the presentation rubric

Hand out the Research Activity document and copies of the associated Research Activity Rubric appropriate for each group’s differentiated instructional needs. Explain the requirements while providing an overview of the rubric.

INDEPENDENT PRACTICE (25 MIN)

1) Students gather information about their topic and complete their Research Activity PowerPoint presentation.

With 5 minutes of class remaining, offer suggestions for improvement of student presentations based on teacher observations.

LESSON EXTENSIONS

1) Complete the Reflective Dictionary worksheet for 10 of the words the student circled during the reading of the Moonrise: A Fictional Account of a Great Lakes Voyage.”

2) Share the Shipwreck Bibliography.

LESSON SUPPORTS

Group work (students who are higher performing can work with lower-performing students).

Audio file of The Moonrise: A Fictional Account of a Great Lakes Voyage is available.

Students with modified assignments will be assigned some of easier topics (i.e., smallpox, Great Lakes specs).

Students with modified assignments will be assessed using the modified rubric.

ASSESSMENT

All groups should submit their Research Activity presentation and/or the teacher will assess student progress when circulating between student groups. If the Reflective Dictionary extension activity is completed, it will provide insight regarding vocabulary each student finds challenging.

For the complete **ROVe the Great Lakes** curriculum, visit go.wisc.edu/ROVe2

