



Day Five Full Lesson Plan

Writing a Claim-Based and Evidence-Based Narrative

SUMMARY

Students will support a claim with logical reasoning by writing either a creative narrative, play script or series of illustrations with captions that uses description of imagined experiences and events to determine and defend a claim regarding the fate of a fictional 19th century schooner (i.e., complete the Moonrise: A Fictional Account of a Great Lakes Voyage story from day one). OR Students will support a claim with logical reasoning by writing a narrative that compares and contrasts how the conditions of a pool environment and conditions found within Lake Superior (or another Great Lake of the student's choice) affect the type of evidence that may be acquired and the corresponding results of a maritime archeology investigation. Students will peer edit the creative narrative of a classmate. The teacher should reinforce that there are many possible conclusions to the fictional story; including the possibility that the Moonrise did not sink but rather came to the rescue of another ship that sank. This claim/evidence model will reinforce that a central focus of a marine archeologist's work is the use of all clues when putting forward a hypothesis about historical events.

LEARNING OBJECTIVES

I can identify and analyze evidence/data to form and support a claim.

I can use accurate data and logical reasoning to compose an organized narrative.

I can write a narrative that uses precise words and phrases, relevant descriptive details and sensory language to capture action and convey experiences and events OR that distinguishes one thing from another.

I can write a narrative that uses a variety of transition words and phrases to convey a sequence of events OR to link similarities and differences.

I can write a narrative that includes a conclusion that follows from and reflects on narrated experience or events OR that follows from and reflects on previously described attributes.

LESSON CONCEPTS

Students classify relationships as causal or correlational and recognize correlation does not necessarily imply causation.

PRIOR KNOWLEDGE

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

Students need to understand what a “claim” is and be able to arrive at a conclusion by reasoning based on evidence.

Students will need to know the conventions associated with writing a brief narrative (e.g., a structure that includes an introduction, supporting paragraphs and conclusion; spelling; grammar; proper word choice, etc.)

Students will need to know what a homophone is (two or more words that sounds the same, but are spelled differently and have different meanings).

Students will need to know conventions used in peer editing.

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

Middle and high school students like to have choices. Students choose their final assignment and the format for delivering the final product.

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

Correlation between two items means one caused the other.

CLASSROOM NEEDS

Computer and LCD projector

DOCUMENTS

For students

File 3 [The Moonrise: A Fictional Account of a Great Lakes Voyage](#)

The students' completed Ship Sketches

The students' completed Trident Data Points Log

The students' completed Pool vs. Great Lakes Compare and Contrast Chart

File 25 [Moonrise Fictional Narrative Final Assignment and Rubrics](#)

File 26 [Compare and Contrast Narrative Final Assignment and Rubrics](#)

File 27 [Sample Moonrise Completion Narrative to Edit](#) (file includes student version and marked up narrative with corrections)

For educator

File 27 [Sample Moonrise Completion Narrative to Edit](#) (file includes student version and marked up narrative with corrections)

LESSON PLAN

GUIDED PRACTICE (10 MIN.)

1) Introduce two assignment choices.

Inform students that today they will be writing a narrative based on a claim and supporting evidence. They can either create a conclusion to the Moonrise: A Fictional Account of a Great Lakes Voyage, or compare and contrast how the ROV activity they completed in the pool corresponds to maritime archaeology on the Great Lakes.

First option (completing the story of the Moonrise)

Students will reference the completed Trident Data Points Log and the completed Sketch of the Ship. Their job is to make claims as to whether or not the ship they examined using the Trident is the Moonrise and what might have happened. There are many possibilities.

Provide students with a copy of the Moonrise Fictional Narrative Final Assignment and review the requirements of the narrative by providing an overview of the rubric. Remind the students that their narrative will start where the story of the Moonrise left off.

Second option (compare and contrast pool vs Great Lakes archaeology)

Students will reference the completed Pool vs. Great Lakes Compare and Contrast Chart. Their job is to write a claim that compares and contrasts how the conditions of a pool environment and conditions found within Lake Superior (or another Great Lake of the student's choice) affect the type of evidence that may be acquired and the corresponding results of a maritime archaeology investigation. There are a lot of claims that could be made because there are similarities and differences between operation of an ROV in a pool and maritime archaeology.

Provide students with a copy of the Compare and Contrast Narrative Final Assignment. Review the requirements of the narrative by providing an overview of the rubric. Remind the students that their narrative must include similarities and differences.

INDEPENDENT PRACTICE (25 MIN.)

1) Students compose a narrative.

GUIDED AND INDEPENDENT PRACTICE (20 MIN)

1) Demonstrate peer editing using Sample Moonrise Completion Narrative to Edit document.

2) Have students complete peer editing and then a self-reflection.

Have students provide feedback on a peer's completed evidence-based narrative. Remind students when peer editing they should start with compliments, then suggestions and finally corrections. Have the students complete a self-reflection of their story completion or compare/contrast narrative by scoring themselves on the appropriate rubric.

3) Analyze the Sample Moonrise Completion Narrative Marked Up document for its ability to justify claims.

Ask students to use their critical thinking skills as they analyze the merits of the claim and supporting evidence of the sample narrative. Point out that maritime archaeologists must use all evidence when creating a hypothesis about historical events; otherwise they risk being inaccurate. Discerning whether you are only being exposed to "part of the story" is an important life skill.

LESSON SUPPORTS

Multiple options to demonstrate learning: narrative, play or series of illustrations with captions. Students with modified assignments will be assessed with the modified rubric.

[Audio file of The Moonrise: A Fictional Account of a Great Lakes Voyage](#) is available.

ASSESSMENT

Final assignment (narrative, play script, series of illustrations with captions).

For the complete [ROVe the Great Lakes](#) curriculum, visit go.wisc.edu/ROVe2.

