

Lesson 9: Historical Ships Yearbook Summary (1-2 class periods)

<p>Text: 3-7 “historical ships” texts in Maritime Marvels (e.g., <i>USS United States</i>, <i>USS Intrepid</i>)</p>	
<p>Standards: Main idea and summary in nonfiction text (CCSS.RI.2, FL BEST R.3.2, TEKS Strand 3.D, VA SOL.6)</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Read and explore a set of nonfiction texts. • Summarize the key points of nonfiction texts. 	<p>Materials:</p> <p>Drawing or collage materials</p> <p>Yearbook template (below)</p>
<p>Assessments of Learning:</p> <ul style="list-style-type: none"> • Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson. • Class discussion responses and reflection questions provide more informal assessment opportunities. • Yearbook pages can be used as formative assessments. 	

Lesson Procedures

<p>Introduction: (5 minutes)</p>	<p>Hook: Yearbooks are a way to look back at the past. They show key details about a group of people. What are some key details that a yearbook can show about people? (e.g., what they look like, what they did, when they graduated).</p> <p>Allow a partner discussion. Then, introduce the main topic with the whole class: yearbooks can also summarize historical information.</p>
<p>Pre-Reading: (5-10 minutes)</p>	<p>Text Exploration: Allow students to explore some or all of the 50 texts about historical ships in Maritime Marvels. Ideally, they will have already read the texts in previous classes. They should each choose 3-7 texts that interest them. Students could skim through the texts, but they should not closely read them.</p>
<p>Yearbook Summary: (25-30 minutes)</p>	<p>Class Discussion: All students participate in a teacher-led discussion about synthesizing main idea and key details. Remind students to be brief and use only the most important topics in a text.</p>

	<p>Entry-Writing: Students should write a “yearbook entry” summary of their reading that shares the most essential details about the ship. The summary should briefly answer these questions:</p> <ol style="list-style-type: none"> 1. What is the ship’s name? 2. When did the ship enter the Navy and retire (if ever)? 3. What was the ship’s biggest achievement? 4. What is a quote that would represent the ship? <p>Students should draw or collage a picture of each ship. Each yearbook entry should be accompanied by at least 2 sentences that explain the reasoning for #3 and #4.</p>
<p>Presentation: (20-30 minutes)</p>	<p>Class Presentation: Students each choose one of their yearbook entries to share with the class. They should show the yearbook entry page. Then, they should tell the class:</p> <ol style="list-style-type: none"> 1. Why did you choose this ship? 2. Why was the biggest achievement important? 3. How does your quote represent the ship? <p>Students’ written explanations can help them present. If time is available, students can ask their classmates additional questions or share additional yearbook entries.</p>
<p>Closing: (5 minutes)</p>	<p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. How can a creative summary represent important parts of a reading? 2. What was a similarity between many entries?

Educator Note!

It may be helpful to pre-assign texts rather than allowing students to choose. While student choice is a valuable motivator, limiting possible selections can save time and make it easier to assist students.

Accommodations & Modifications:

- Students complete yearbook entries with a partner.
- Only make 1 yearbook entry.
- Complete yearbook entries only based on previously-read texts.

Extensions:

- Write a persuasive explanation of why 3 ships are the most important.
- Describe the sports or clubs each ship in your yearbook would participate in. Then, write an explanation for each choice.

Picture & Name:



USS Constitution

Dates:

1797 - 1855

Biggest Achievement:

It defeated many British ships in the War of 1812.

Quote:

“Old Ironsides shows America’s strength!”

