Lesson 1: Main Idea & Details (1-2 class periods)

Text: *"USS Constitution ("Old Ironsides")"* or any ship text in *Maritime Marvels*

Standards: Main idea and details in nonfiction text (CCSS.RI.1, FL BEST R.2.2, TEKS Strand 2.G, VA SOL.6)

Objectives:	Materials:
- Read and explore a nonfiction text. - Identify main idea of a nonfiction text. - Support a nonfiction main idea using key details and text evidence.	Graphic organizer example (below) Paper

Assessments of Learning:

- Teachers can informally assess student comprehension during group reading and discussion by monitoring student behavior or asking brief questions about the text.
- Class discussion responses and graphic organizers provide more informal assessment opportunities.
- Exit slip can be read or collected as a formative assessment.

Lesson Procedures

Introduction: (5 minutes)	**Hook:** People use tools to get things done. In two minutes, list as many tools as possible that students use to get schoolwork done (e.g., pencil, calculator, ruler). After two minutes share: Ships are big tools that people use throughout history, including today. How could ships be helpful tools? (e.g., travel, trade, wars) Allow the partner discussion to continue for two more minutes. Then, introduce the text to the whole class.
Reading Practice: (30-40 minutes)	**Group Reading:** Divide students into small groups (3-5 students). Instruct students to read the text and answer the comprehension questions together. **Group Discussion:** After reading, small groups should answer the question, "What was this text *mainly* about?" and be able to explain how they know this answer.

	Class Discussion: Allow each group a chance to share how they answered the discussion question. Clarify that this question asks students to identify main idea.
Supporting Main Idea: (30-40 minutes)	**Re-Reading:** Groups re-read the text. This time, mark the main idea and details. Students should circle each phrase that states the main idea and underline phrases that are smaller, supporting details. **Pairs Graphic Organizer:** Students can draw a main idea graphic organizer or teachers can print the example on the next page. Using their annotated text as support, students should complete the graphic organizer to show the main idea and key details of the reading. **Class Discussion Questions:** 1. What is the difference between a fun fact and a key supporting detail that supports the main idea? 2. How did re-reading the text a second time help you find the main idea and key details?
Closing: (5 minutes)	**Exit Slip/Notebook:** 1. Choose one key detail from your graphic organizer. Explain in a sentence how that detail supports the main idea of the text. 2. Is every part of a text a key detail? Explain how you know why or why not.

Educator Note!

Some students may feel the need to circle or underline every piece of text on the page, rather than prioritizing those with the most essential meanings.

It may help these students to see a model of underlining brief detail phrases.

Accommodations & Modifications:
- Read-aloud support for texts
- Paper copies of text or scratch paper for annotation
- Students complete the graphic organizer collaboratively with a teacher

Extensions:
- Complete a main idea/details graphic organizer based on a new text.

- Identify the main ideas of individual paragraphs within the text.
- Use a recent online article about ideas highlighted by this reading.
- Underline main idea and key details in some of the other 89 chapters of *Maritime Marvels*.

***USS Constitution* Comprehension Questions Answer Key**

1. War of 1812
2. C
3. D
4. D
5. B
6. C
7. B
8. George Washington

USS Constitution ("Old Ironsides") (1797)

The *USS Constitution* is a famous ship. The U.S. Navy needed it in the 1700s. Americans finished it in 1797. This ship protected Americans from pirates. President George Washington wanted six ships built. The *Constitution* was one of these ships. They defended the young United States on the seas.

The *USS Constitution* became famous in the War of 1812. It beat many British ships. It had strong wooden sides. One time, it looked like British cannonballs bounced off its sides. The ship had strong wooden sides! People called this ship "Old Ironsides." These victories made Americans happy. The ship made Americans proud of their country.

The *Constitution* was useful after the war. It went on diplomatic trips. These trips made friends with other countries. The ship also showed the Navy's strength in far-away places. *USS Constitution* retired in 1855. It still shows important history.

People kept the *Constitution* floating for years. It still looks great today! It is a museum ship. It can still sail. But, it is also a museum for people in Boston. Visitors can learn about its history. They can see "Old Ironsides" still floating.

The *USS Constitution* is a symbol of the U.S. Navy. It shows history. It helped win early battles for America. President Washington knew it was important to build this ship. We know it is important to keep it floating today. The *USS Constitution*

shows the strength of the United States. It tells important stories about history. We celebrate this special ship!

1. What war did this ship become famous in? _____

2. What does "<u>young United States</u>" mean in this reading?
   a. The sailors on the ship were not old.
   b. The ship protected young American people.
   c. The United States was a new country at this time.
   d. The American ships did not have a lot of experience.

3. Why do people call the *USS Constitution* "Old Ironsides"?
   a. It was made of iron.
   b. It became a very old ship.
   c. It helped the iron side win a war.
   d. It looked like cannonballs bounced off its sides.

4. What does "<u>diplomatic</u>" mean?
   a. dangerous   b. interesting
   c. learning things   d. making friends

5. What does the background of the picture on page #5 show?
   a. the ocean   b. a modern city
   c. where the ship is from   d. people working on the ship

6. What does your answer to question #5 tell you about the *USS Constitution*?
   a. It has sailed to places far away.
   b. It is important to the people who work on it.
   c. It can still sail today even though it is very old.
   d. It shows what America was like hundreds of years ago.

7. What happened to the *USS Constitution*?
   a. It sank in a battle.
   b. It became a museum.
   c. It went to another country.
   d. It got old and stopped floating.

8. Who decided to build the *Constitution*?

_____

Main Idea: *What is the whole text mostly about?*

_____

_____

☐ Check: Are you sure this is the biggest idea in the reading?

Detail 1: *What is one part that supports the main idea?*

_____

_____

☐ Check: Is this a key detail and not just a small fact?

Detail 2: *What is another part that supports the main idea?*

_____

_____

☐ Check: Is this a key detail and not just a small fact?

Detail 3: *What is one last part that supports the main idea?*

_____

_____

☐ Check: Is this a key detail and not just a small fact?

Lesson 2: Comparing Passages (1-2 class periods)

Text: Any two "job" texts from *Maritime Marvels* (e.g., Naval Architects, Marine Engineers).

Standards: Comparing nonfiction texts (CCSS.RI.9, FL BEST R.3.3, TEKS Strand 2.E, VA SOL.6)

Objectives:	Materials:
• Read and explore two nonfiction texts about related topics. • Compare and contrast details in two texts using a Venn Diagram.	Venn Diagram (example below) Paper

Assessments of Learning:

- Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson.
- Class discussion and question sets are more informal assessments.
- Student can self-check comprehension of question sets.
- Exit slips can be read or collected as a formative assessment.

Lesson Procedures

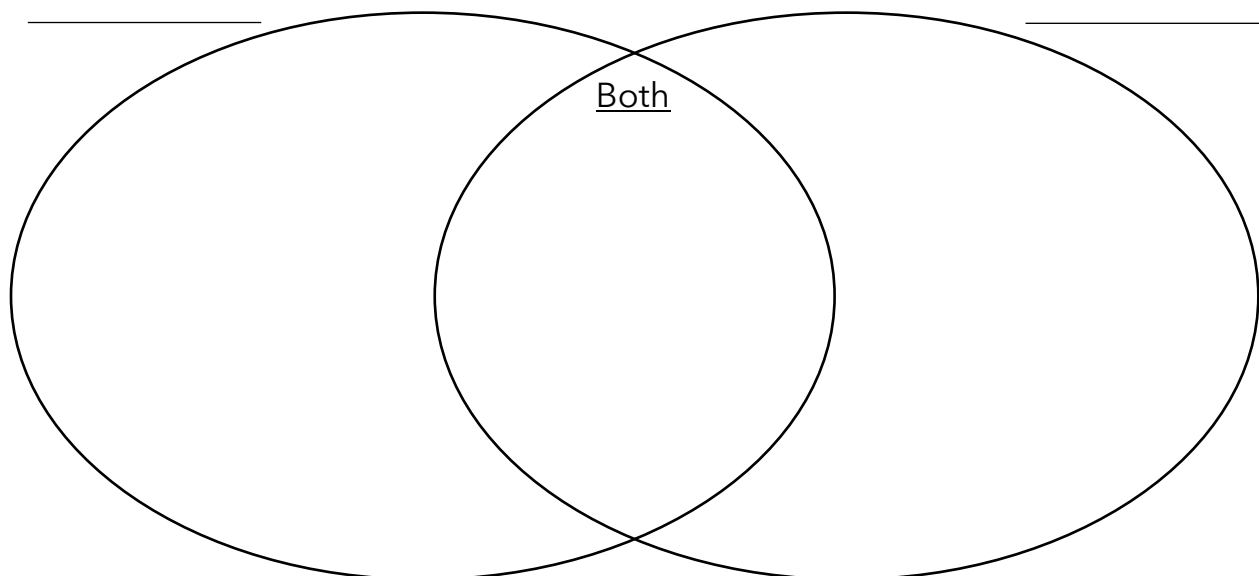| Introduction: (5 minutes)	**Hook:** People build important things every day. Some people build quantum computers, and some people build the network that connects our phones across the globe. People are building amazing things all over! Let's list 10 jobs needed to build important things. Allow a partner discussion. Then, introduce the main topic with the whole class.
Reading Practice: (15-20 minutes)	**Class Reading:** Teacher reads aloud a text about one job while the class follows along with individual copies. Students should annotate to show key words they see. **Class Discussion:** Class discusses, "What was this text *mainly* about?" They should use specific phrases from the text to support responses. Together, class answers question set for the reading and discusses reasoning.
Second Reading: (30-40 minutes)	**Group Reading:** Students work in small groups (2-4) to read a second text about a different job. After reading, students answer the question set. Then, they check

	answers with their group to ensure everyone's understanding and clear up any confusion about answers.
	Comparing Texts: Students can draw a Venn diagram, or teachers can print the graphic organizer below. Students use their annotated texts to complete the diagram to show similarities and differences of the two texts.
	Class Venn Diagram: Groups will each add one detail to a class Venn diagram of the readings until complete.
	Class Discussion Questions: 1. Why do you think the texts have these similarities? 2. What new ideas did you realize while working on your Venn diagrams?
Closing: (5 minutes)	**Exit Slip/Notebook:** 1. Explain how a Venn diagram helps you understand multiple texts.

Accommodations & Modifications:
- Read-aloud support for texts
- Paper copies of text to support student notetaking
- Teacher leads discussion of same/different and making the Venn diagram

Extensions:
- Read another text from *Maritime Marvels*, and compare all three readings.
- Research more information about each text you read. Add what you learn to the Venn diagram.

Both

Lesson 3: Practice Cause and Effect

Text: One or more *[Maritime Marvels](#)* text(s) on famous ships (e.g., *USS Bonhomme Richard*, *USS Seawolf*)

Standards: Cause and effect in nonfiction text (CCSS.RI.1, FL BEST R.2.1, TEKS Strand 4.D, VA SOL.6)

Objectives:	**Materials:**
• Read a nonfiction text about a historical ship. • Identify cause-effect relationships in nonfiction. • Synthesize connections between details in a text.	Paper Graphic organizer (below)

Assessments of Learning:

- Teachers can informally assess student comprehension during group reading and discussion by monitoring student behavior or asking brief questions about the text.
- Class discussion responses and graphic organizers provide more informal assessment opportunities.
- Exit slip can be read or collected as a formative assessment.

Lesson Procedures

Introduction: (5 minutes)	**Hook:** You study cause-and-effect relationships in science, social studies, and some of our readings. Some causes take a long time to make effects happen. For example, watering a tree may take a long time to make the tree grow. What are some other causes and effects that take a long time? (e.g., practicing fractions takes a long time to be great at fraction math) Allow a partner discussion. Then, explain that some causes and effects impact history. Introduce the text.
Reading Practice: (20-30 minutes)	**Group Reading:** Divide students into groups of 2-5. Have each group work together to read a text. **Group Discussion:** After reading, groups work together to identify causes and effects in the text. First, underline the cause of each effect. Then, circle effects that happen. Draw an arrow to connect each cause and effect in the text.

	Class Discussion: Have each group share one cause and effect they found in the text. They should explain how the cause is connected to the effect they chose.
Visualizing Cause and Effect: (30-40 minutes)	**Class Model:** Display and introduce the cause-and-effect graphic organizer on the next page. Arrows connect each cause to one effect. Model an example of one cause and effect related to the ship in the text (e.g., a war caused the Navy to need that ship, or a fight caused damage to the ship) **Group Practice:** Small groups use their annotated text to fill in the next four causes and effects in the graphic organizer. Responses may vary, but they should be supported by the text. **Class Discussion Questions:** 1. What are some common causes for things in our readings and in history? 2. What are some common effects in our readings and in history?
Closing: (5 minutes)	**Exit Slip/Notebook:** 1. How does the graphic organizer show cause-effect relationships? 2. Is it possible for a cause to have good effects?

Accommodations & Modifications:
- Read-aloud support during group work
- To motivate a class, choose different readings and award the group with the most cause-and-effects
- List effects on the board or collaboratively complete the graphic organizer

Extensions:
- Each group reads a second text about a ship in history from _Maritime Marvels_, and compare the causes and effects related to that ship.
- Make a poster display showing causes and effects in the text.
- Research ways to prevent negative causes and effects on ships.

Cause		Effect
	→	

Cause		Effect
	→	

Cause		Effect
	→	

Cause		Effect
	→	

Cause		Effect
	→	
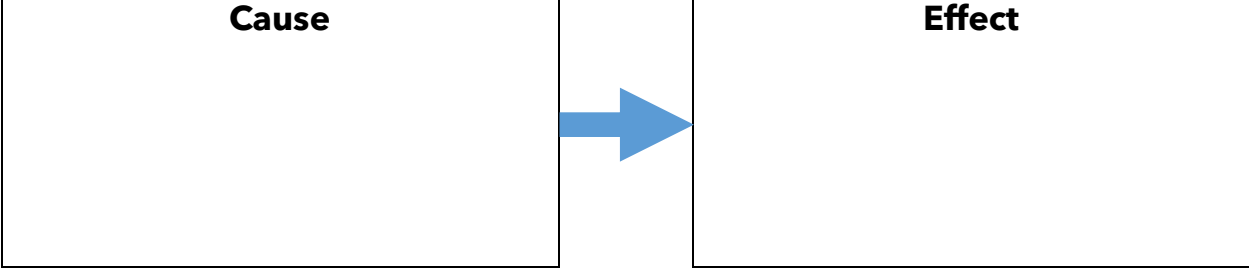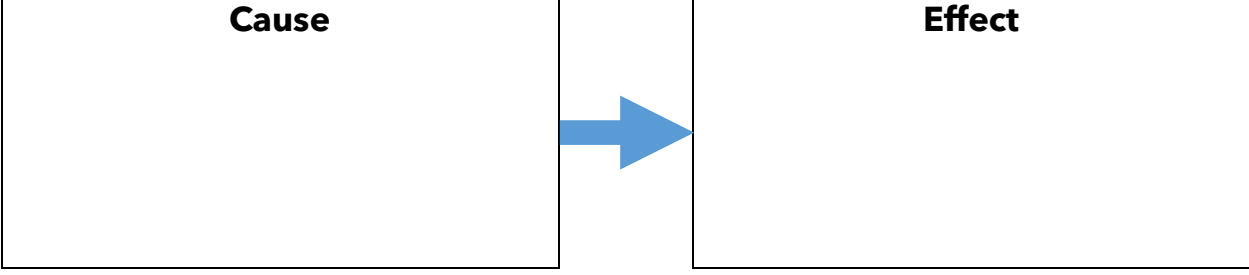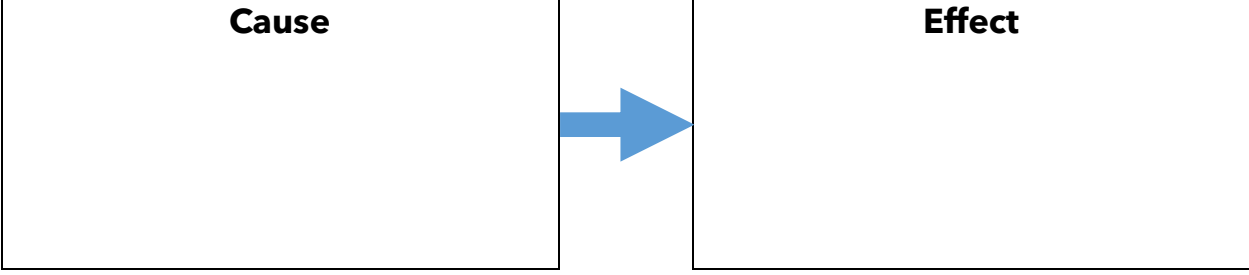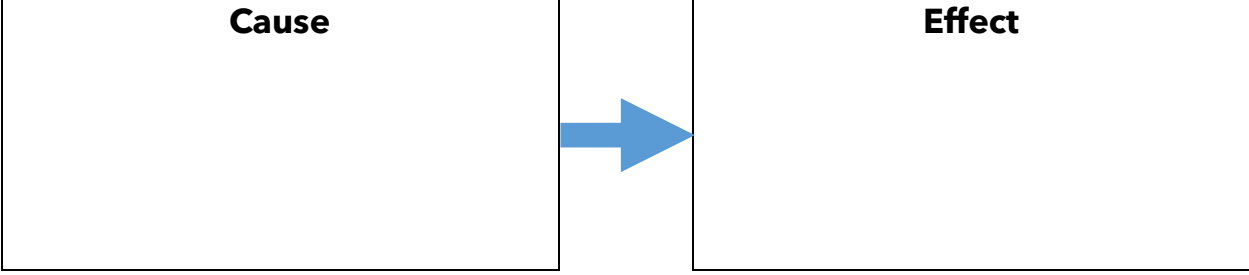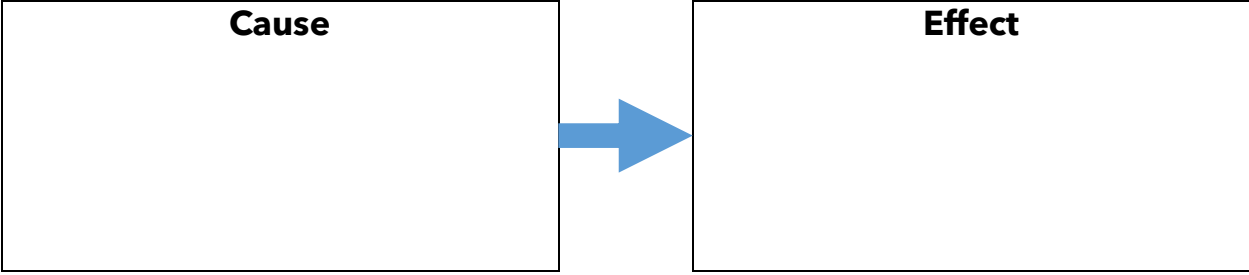
Lesson 4: Persuasive Writing (1 class period)

Text: Any "job" texts in *Maritime Marvels* (e.g., Mechanical Engineers, Accountants)
Standards: Writing and supporting argumentative claims (CCSS.W.1, FL BEST C.1.3, TEKS Strand 6.C, VA SOL.7)

Objectives:	Materials:
- Read and explore a nonfiction text. - Create a personal claim based on opinion. - Structure a persuasive argument with supporting details.	Paper Graphic organizer (below)

Assessments of Learning: - Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson.   - Class discussion responses and graphic organizers provide more informal assessment opportunities.   - Writing responses and exit slips can be used as a formative assessment.

Lesson Procedures

Introduction: (5 minutes)	**Hook:** Different people like different jobs. They try to choose jobs based on things they care about. Some people want to use cool tools for other people when they work is most important. What are some things you would like to have in a job when you grow up? (e.g., earn money, meet cool people, work with sports) Allow a partner discussion. Then, introduce the main topic with the whole class.
Reading Practice: (20-25 minutes)	**Group Reading:** Allow students to choose one job-related text from a set of *Maritime Marvels* chapters. Students who chose the same text will work together in small groups (2-4) to read the text. They may take notes while reading by underlining important details. **Group Discussion:** After reading, groups discuss the text and answer the provided question set. They should work together until each member can verbalize the reading's basic ideas and understand the answer to each question.

	Class Discussion: Students from each group share their job with the class. They should share the job title and a basic description of the job.
Argument Construction (15-20 minutes)	**Prompt Discussion:** Teacher introduces writing prompt, "What is the best job that we read about today?" Class discusses possible answers in an open brainstorm, but students should not yet make their own claims.
	Introducing Organizer: Teacher introduces persuasive structure graphic organizer. Explain that the claim is the first section and is summarized again in the last section. The middle section is for explanation and reasoning to support the claim. Model writing the claim in the first section with an example shared in the class discussion.
	Planning: Students use the graphic organizer structure to plan an argument responding to the prompt: what is the best job? They should write about one of the jobs shared in discussion. Students can incorporate reasoning with or without doing research, depending on time constraints.
Writing Process: (30-35 minutes)	**Drafting:** Students draft a persuasive paragraph based on their graphic organizer plan.
	Editing: Students peer review or self-edit their writing.

Educator Note!

Students may ask for additional information about their chosen job. If time or resources for research are constraining, consider providing students with a set of resources or only using *Maritime Marvels*.

Accommodations & Modifications:
- Read-aloud support for texts
- Students dictate writing to a teacher
- Students work in pairs or small groups to create their graphic organizer and persuasive writing piece

Extensions:
- Give a 3-5 minute presentation about why your chosen job is the best.
- Research training programs that help people get your chosen job.
- Extend your paragraph into a complete essay about your chosen job.

Structure a Persuasive Argument

What is the best job in your community? State and explain your opinion claim.

State your opinion claim:

_____

_____

Explain your opinion claim:

Reason #1: _____

_____

Reason #2: _____

_____

Reason #3: _____

_____

Summarize your opinion claim again:

_____

_____

Name: _____   **Total: _____ out of 20**

Topic sentences   2/20 points

Topic sentence is unclear or too short to capture the topic. **1**	Topic sentence is vague or partially shows the topic. **1.5**	Topic sentence shows full understanding of the topic. **2**

Supporting details in paragraph   2/20 points

Includes 0-1 factual details. **1**	Only 2 details are given, or some facts are incorrect. **1.5**	More than 2 details are given, and all included facts are correct. **2**

Conclusion sentence   2/20 points

Conclusion is unclear or too short to capture the topic. **1**	Conclusion is vague or partially shows the topic. **1.5**	Conclusion shows full understanding of the topic. **2**

Grammar   2/20 points

Grammar inhibits a reader from understanding. **1**	Grammar detracts from reader's understanding. **1.5**	There are 0-2 minor grammatical mistakes. **2**

* Subtract 0.1 scoring points for each misspelling or incomplete sentence.

Voice   2/20 points

Author's voice is not identifiable. **1**	Author's voice is generic or partially identifiable. **1.5**	Author's voice is unique and clearly identifiable. **2**

Job description   5/20 points

Job description is inaccurate or unclear. **1**	Job is partially described or includes 1-2 inaccuracies. **3**	Job is described clearly and with accurate explanation. **5**

Persuasive claim   5/20 points

No claim is made, or claim is not supported by any factual details. **1**	Claim is vague or only supported by 1-2 details. **3**	Claim is clear and supported by at least 3 factual details. **5**

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Lesson 5: Problem-Solution Analysis (1-2 class periods)

Text: Any "historical ship" text in _Maritime Marvels_ (e.g., _USS Texas_, _USS George Washington_)	

Standards: Analyzing problem-solution structure in nonfiction texts (CCSS.W.3, FL BEST C.1.2, TEKS Strand 3.B, VA SOL.7)	

Objectives:	**Materials:**
- Read and explore a nonfiction text. - Identify problem and solution connections based on a nonfiction text. - Connect a nonfiction text to real-world experiences.	Graphic organizer (below) Paper

Assessments of Learning:

- Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson.
- Graphic organizers and reflection questions can be used as formative assessments.

Lesson Procedures

Introduction: (5 minutes)	**Hook:** People solve big and small problems every day. In school, we may have the problem of a broken pencil. We can solve this problem by sharpening the pencil or borrowing a new pencil. What are some problems we may face in class, and how can we solve them? (e.g., problem of ripped paper can be solved by using tape) Allow partner discussion. Then, explain that problems and solutions impact the real world. Introduce the main text.
Reading Practice: (35-40 minutes)	**Group Reading:** Students work together in small groups (2-5) to read a text. While reading, students should annotate the text by underlining problems and circling solutions. They can also annotate key terms in the text. **Comprehension Practice:** After reading, students work together in groups to answer the question set for their text. They should discuss any questions or conflicting answer choices that arise.

	Class Discussion: Entire class participates in a teacher-led discussion identifying both problems and solutions in the text. Each group should share at least one problem-solution relationship they found in the text. (e.g., safety problem was solved by new design, battle problem was solved by successful naval attack)
Problem-Solution Graphic Organizer: (20-25 minutes)	**Introducing Organizer:** Teacher introduces problem-solution graphic organizer. Explain that, like a cause-effect organizer, the problem on the left side connects to its solution on the right side. Model writing in the first problem-solution set with an example shared in the class discussion of the text.
	Group Practice: Students work in groups to fill in the entire graphic organizer with problems and solutions they identified in the text.
	Student Reflection Questions: 1. How did taking notes on the text help you find the problems and solutions when reading? 2. How does the graphic organizer help you understand the problems and solutions in a text?
Closing: (5-10 minutes)	**Class Discussion:** 1. Why is it important to study problems and solutions from history? 2. Is it possible to solve a problem before the problem happens?

Educator Note!

Some students may struggle to identify complete problem-solution relationships from a text. They may benefit from having a list of the problems, then only identifying the solutions.

Accommodations & Modifications:
- Read and annotate the text as a whole class instead of in small groups.
- Allow students to complete the graphic organizer as a class.

Extensions:
- Complete a problem-solution organizer based on a different text.
- Create an infographic or presentation about your graphic organizer.
- Research ways modern ships prevent problems in *Maritime Marvels*.

Problem	**Solution**
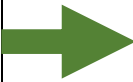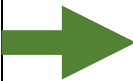
Problem	**Solution**

Problem	**Solution**

Problem	**Solution**

Lesson 6: Jigsaw Summary Job Fair (1-2 class periods)

Text: Any "job" texts in *Maritime Marvels* (e.g., HVAC Technicians, Software Engineers)

Standards: Main idea and details in nonfiction text (CCSS.RI.1, FL BEST R.3.2, TEKS Strand 2.G, VA SOL.6)

Objectives:	Materials:
• Read and explore a nonfiction text. • Summarize the key points of a nonfiction text.	Paper

Assessments of Learning: • 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. • Summaries and presentations can be used as formative assessments. Below is a suggested presentation rubric.

Lesson Procedures

Introduction: (5 minutes)	**Hook:** Explaining information is an important skill at school and in the real world. Sometimes, we need to quickly explain a complex topic. For example, think about how complex you are. At some point, you will need to describe yourself to a hiring manager to get a job. What are some key topics you will want to mention to get a job? Allow a partner discussion. Then, introduce the main topic with the whole class: jobs.
Reading Practice: (20-25 minutes)	**Group Reading:** Allow students to choose one job-related text from a set of *Maritime Marvels* chapters. Students who chose the same text will work together in small groups (2-4) to read the text. They may take notes while reading by underlining important details about the profession. **Group Discussion:** After reading, groups discuss the reading for comprehension. They should work together until each member can verbalize the reading's basic ideas. **Summary-Writing:** Students should write a summary of their reading that shares the most essential details about

	the job. The summary should take only 1-2 minutes to read out loud, and should answer these questions: 1. What is the job title? 2. What do people do in this job? 3. What skills or training help people in this job?
Supporting Main Idea: (15-20 minutes)	**Jigsaw Job Fair:** Students explain the job they read about to other students and answer questions about the profession. Students will participate in a "jigsaw" switch to form new groups. Each new group should have members who did not work together previously. Each student in the new group will read their summary to the other new group members, as a "job fair" for each other. **Revise Summary:** As each summary is read, students can ask clarifying questions (e.g., "Why is that skill important?"). Students can revise their summaries using this feedback. **Class Discussion Questions:** 1. What was hardest about writing short summaries? 2. When you heard other people's summaries, what things helped you understand their job?
Closing: (5 minutes)	**Reflection Questions:** 1. How can a short summary help someone focus on the most important parts of a topic like these jobs? 2. Did anyone ask a question that made the job easier to understand for the group? 3. What is hard about writing a short summary?

Educator Note!
It may be helpful to assign numbers to groups or have a pre-assigned second group so that students do not get confused when switching.

Accommodations & Modifications:
- Entire groups present their summary to the class.
- Students could write the summaries before class and have a gallery walk during class.

Extensions:
- Write the shortest possible summary of your text with all key details.
- Research a job of your choice with a new text, then write a summary of the key features in that text. Share your summary with a friend.

Presentation Rubric

Name: _____   **Total:** _____ out of 10

Summary   4/10 points

Summary includes irrelevant details or does not accurately answer guiding questions. **1**	Summary includes 1-2 errors or unnecessary details. **2.5**	Summary is concise and accurately answers the guiding questions. **4**

Speech   2/10 points

Speech is unintelligible. **1**	Speech is occasionally too quiet or lacks fluency. **1.5**	Speech is fluent and audible. **2**

Listening   2/10 points

Presenter frequently interrupts or ignores other speakers. **1**	Presenter interrupts or ignores other speakers 1-2 times. **1.5**	Presenter actively listens to and does not interrupt other speakers. **2**

Revision   2/10 points

Presenter does not respond to peer questions. **1**	Presenter responds to peer questions but does not revise summary. **1.5**	Presenter revises summary in response to peer questions. **2**

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Lesson 7: Naval History Timeline (1-2 class periods)

Text: At least 10 "historical ship" texts in <u>*Maritime Marvels*</u> (e.g., *USS Maine*, *USS Essex*) that students have previously read	

Standards: Main idea and details in nonfiction text (CCSS.RI.1, FL BEST R.2.2, TEKS Strand 2.G, VA SOL.6)

Objectives:	**Materials:**
- Read and explore a collection of nonfiction texts. - Make connections between multiple texts. - Create a timeline to show change over time.	Timeline (below) Paper

Assessments of Learning:

- Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson.
- Reflection questions can be used as formative assessments.
- Timeline can be used as a summative assessment.

Lesson Procedures

Introduction: (5 minutes)	**Hook:** Things that happen over time are connected. A class you really enjoy in elementary school can be connected to a club you join in high school, a degree you study in college, and a job you get as an adult. What are other things that are connected over time? (e.g., weather and growing seasons, sports team wins and players) Allow partner discussion. Then, explain that these connections also happen throughout history.
Reading Review: (10-15 minutes)	**Class Review:** As a class, participate in a teacher-led discussion to review at least 10 previously-read texts about historical ships in <u>*Maritime Marvels*</u>. Focus on discussing the following questions: 1. Why was this ship important? 2. What world events was this ship involved in? (e.g., the ship fought in World War II, it was the first of its kind, it changed naval technology)

Timeline Graphic Organizer: (30-35 minutes)	**Introducing Organizer:** Teacher introduces timeline graphic organizer. Explain that its purpose is to show events over time. Dates in the left column connect to events in the right column. Timelines help show how events in history connect and fit together. Model writing in the first (earliest) historical ship event. Include either the ship's creation or a key world event it was involved in. Be sure to name the ship in each event. **Group Practice:** Students work in groups to fill in the entire graphic organizer with events about these historical ships. They should check the texts to ensure their dates and events are accurate. **Student Reflection Questions:** 3. How does the timeline show a big picture of American naval history? (e.g., more powerful/can travel further for longer) 4. What was one big change or big similarity between the earliest and latest timeline events? (e.g., technology causes changes)
Closing: (5-10 minutes)	**Class Discussion:** 3. Why is it important to study how things have changed throughout history? 4. Do you notice any patterns in the timeline events?

Educator Note!

Some students may struggle to identify key historical from a text. It may be helpful for them to complete the timeline using specific events pre-selected from the texts.

Accommodations & Modifications:
- Assign each student a different text, students share their ship's key events in pairs, and switch pairs 9 times. Each student will have a unique timeline!
- Create the timeline as a whole class instead of in small groups.
- Use a smaller set of texts to complete a shorter timeline.

Extensions:
- Create a poster or presentation based on your timeline.
- Research the newest ship added to the American Navy, then compare it to the oldest ship in your timeline.

Date	Event

Lesson 8: Author's Purpose (1-2 class periods)

Text: Any "job" text in *Maritime Marvels* (e.g., Welders, Firewatch Officers)

Standards: Author's purpose in nonfiction text (CCSS.RI.6, FL BEST R.2.3, TEKS Strand 5.A, VA SOL.6)

Objectives:	Materials:
• Read and explore a nonfiction text. • Identify the author's purpose based on key details.	Paper

Assessments of Learning:

- Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson.
- Reflection questions can be used as formative assessments.
- Writing responses can be used as a summative assessment.

Lesson Procedures

Introduction: (5 minutes)	**Hook:** Purpose is a reason for doing something. For example, we may read books to learn or to be entertained. What are some other purposes for things you do? (e.g., go to school to learn, play sports for entertainment) Allow partner discussion. Then, explain that authors also have purposes when they write. Introduce the main text.
Reading Practice: (15-20 minutes)	**Class Reading:** Teacher reads aloud a text about one job while class follows along with individual copies. Students may also annotate to show key words they see. As a class or in small groups, answer the set of reading questions with the text. **Class Discussion:** Class discusses, "What was this text *mainly* about?" They should use specific phrases from the text to support responses. Then, the class answers the comprehension questions together. Students that have an answer discuss how they arrived at that answer for the comprehension question.

Author's Purpose: (30-35 minutes)	**Purpose Discussion:** Teacher reminds class about what "purpose" means and introduces the 3 primary purposes that authors have when writing: • Inform: to teach readers information • Persuade: to convince readers about an opinion • Entertain: to give readers fun and enjoyment Explain that the text was likely written to inform and persuade, because it teaches factual information and claims that a specific career is good. **Group Practice:** Students work in small groups (2-4) to justify the author's purposes of inform and persuade. They should find quotes in the text that show each purpose. **Class Discussion:** Each group shares one piece of evidence they found to justify the author's purpose. Teacher can underline the quotes or display them for the class as each group shares. Then, discuss: 5. What are clues that help you find author's purpose? 6. Why might an author want to persuade readers that a job is good?
Closing: (5 minutes)	**Student Reflection Questions:** 5. Why is it important to identify an author's purpose? 6. What are similarities and differences between the 3 primary author's purposes?

Educator Note!

Some students may struggle to distinguish between inform, persuade, and entertain. It may be helpful for them to see familiar exemplar texts that focus on each of these author's purposes.

Accommodations & Modifications:
• Provide students with quotes, then only ask them to explain justification.
• Identify evidence as a whole class or with teacher assistance.
• Use another text as pre-reading. Students can quote this reading as well.

Extensions:
• Write an informative and persuasive job description with facts from _Maritime Marvels_.
• Rewrite the text but make the primary purpose to entertain the reader.

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

Text: 3-7 "historical ships" texts in _Maritime Marvels_ (e.g., _USS United States_, _USS Intrepid_)	

Standards: Main idea and summary in nonfiction text (CCSS.RI.2, FL BEST R.3.2, TEKS Strand 3.D, VA SOL.6)

Objectives:	**Materials:**
• Read and explore a set of nonfiction texts. • Summarize the key points of nonfiction texts.	Drawing or collage materials Yearbook template (below)

Assessments of Learning:

• 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

Introduction: (5 minutes)	**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). Allow a partner discussion. Then, introduce the main topic with the whole class: yearbooks can also summarize historical information.
Pre-Reading: (5-10 minutes)	**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.
Yearbook Summary: (25-30 minutes)	**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.

	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: 4. What is the ship's name? 5. When did the ship enter the Navy and retire (if ever)? 6. What was the ship's biggest achievement? 7. What is a quote that would represent the ship? 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.
Presentation: (20-30 minutes)	**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: 1. Why did you choose this ship? 2. Why was the biggest achievement important? 3. How does your quote represent the ship? Students' written explanations can help them present. If time is available, students can ask their classmates additional questions or share additional yearbook entries.
Closing: (5 minutes)	**Reflection Questions:** 4. How can a creative summary represent important parts of a reading? 5. What was a similarity between many entries?

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!"

Lesson 10: Job Resumes (1-2 class periods)

Text: Any "job" text in *Maritime Marvels* (e.g., Robotics Engineers, Lawyers)

Standards: Main idea and summary in nonfiction text (CCSS.RI.2, FL BEST R.3.2, TEKS Strand 3.D, VA SOL.6)

Objectives:	**Materials:**
• Read and explore a nonfiction text. • Summarize key details from a nonfiction text. • Create a timeline to show change over time.	Resume template (below)

Assessments of Learning:

- Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson.
- Reflection questions can be used as formative assessments.
- Timeline can be used as a summative assessment.

Lesson Procedures

Introduction: (5 minutes)	**Hook:** Every job requires people with certain talents. People need to have certain skills or abilities to do any kind of work. For example, teachers need to communicate well. What are some other qualities of jobs you know? (e.g., artists need to be creative, athletes need to know their sport) Allow partner discussion. Then, introduce the reading.
Reading Review: (15-20 minutes)	**Group Reading:** Divide students into small groups (3-5 students). Instruct students to read the text and answer the comprehension questions together. Then, groups check answers together to ensure everyone's understanding and clear up any confusion about the text and questions. **Group Discussion:** After reading, small groups should answer the question, "What are the key qualifications to work this job?" There can be many different answers. They should be able to explain how they know their answers using the text.

	Class Discussion: Allow each group a chance to share how they answered the discussion question. Display the job's key qualifications as groups share ideas.
Resume: (30-35 minutes)	**Introducing Resumes:** To get a job, people tell the employer about themselves. This helps them show that they have the skills and abilities to do the job. It also shows what you have down to show you can do the things you claim. This document is called a resume. Discuss and review the resume template (or a similar template. Resumes usually have sections with short description of a person's: • Current job • Previous jobs and types of work experience • Skills (related to the job) • Education and training **Resume Practice:** Students work independently to create a resume for a future employee at this job. They should include the experience, skills, and education that would help them get this job.
Closing: (5 minutes)	**Student Reflection Questions:** 7. How can resumes help employers hire people? 8. Why is it important to be honest on a resume?

Educator Note!

Some students may struggle to synthesize the types of work, education, and skills needed for a specific job. It may be helpful to model a complete resume for a different job before these students create a resume on their own.

Accommodations & Modifications:
- Allow students to dictate ideas when writing.
- Provide a word bank of work experience, skills, and education.
- Have students work in pairs or small groups to create the resume.

Extensions:
- Have students read more texts about jobs in _Maritime Marvels_, and compare and contrast the resume graphic organizers.
- Look up the career on a popular job-searching website to compare their resume graphic organizers with an authentic job description.
- Make a resume based on your own experiences, skills, and education.

Name:	Picture:
_____	
Job Title:	
_____	

Experience

Employer & Dates:	Job Title & Work Description:
1. _____	_____
2. _____	_____

Skills

- _____
- _____
- _____
- _____
- _____
- _____

Education & Training

Schools/Programs:	Degrees/Certifications Earned:
1. _____	_____
2. _____	_____

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