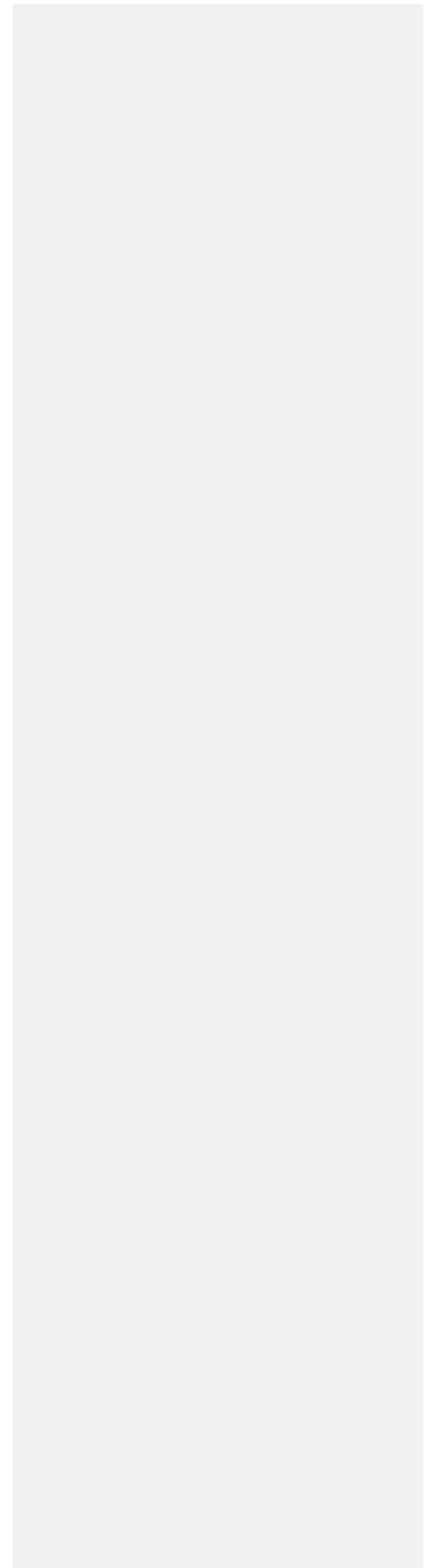


Maritime Adventures War Room 1
Language Arts / Math/ Testing Taking Skills
Grades 4 and 5

Stage 1 – Desired Results	
<p>Established Goals</p> <ul style="list-style-type: none"> ❖ M4P1 and M5P1 Using the appropriate technology, students will solve problems that arise in mathematics and other contexts. ❖ ELA4LSV1 and ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. ❖ ELA4LSV2 and ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. ❖ The student identifies counter-productive testing behaviors, thought patterns, and attitudes and develops strategies to eliminate them. 	
<p>Understanding Students will understand ...</p> <ul style="list-style-type: none"> ❖ How their thought patterns and attitudes affect the outcome of testing 	<p>Essential Questions</p> <ul style="list-style-type: none"> ❖ How can I gain control over my own thought patterns and learning? ❖ Can you name some poor test-taking behaviors? ❖ Why is it important to eliminate poor test-taking behaviors? ❖ What strategies can you use to defeat your poor test-taking behaviors?
<p>Students will know...</p> <ul style="list-style-type: none"> ❖ That they are in control of their own attention and concentration. ❖ That they can pay attention to and choose their thoughts ❖ That their emotional state can affect their ability to think and concentrate ❖ That their behavioral choices play a major part in the outcome of testing 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ❖ Identify their own test-taking “enemies” ❖ Develop strategies to “attack” their enemies ❖ List effective strategies to use during tests ❖ Monitor their own attention, concentration, thought patterns and emotions ❖ Use self-talk to manage thoughts and emotions



Stage 2 – Assessment Evidence

Performance Tasks

- ❖ Participate in a survey regarding their feelings and thoughts during simulated test
- ❖ Complete a self-assessment identifying their own poor test-taking behaviors
- ❖ Sign the Declaration of War on Poor Test-Taking Skills
- ❖ Choose three poor test-taking skills and strategies to defeat them by completing three “Attack your enemy” worksheets
- ❖ Draw a visualization of the final battle
- ❖ Write strategies onto the paratrooper’s parachute
- ❖ Participate in the final battle and victory celebration

Key Criteria

- ❖ Students will verbalize poor test-taking behaviors
- ❖ Students will use self-monitoring
- ❖ Students will use self-talk

Other Evidence

- ❖ Successful participation in classroom tests and quizzes
- ❖ Successful participation in high-stakes testing

Stage 3 – Learning Plan

- ❖ Teacher says, “Welcome to Maritime Adventures! I’m _____, and I am going to be your host for the next forty minutes. Please take a seat around your ship.” *Students sit down in a circle around their ship’s poster.*
- ❖ The teacher says, “You are now sitting with the students who will be your fellow crew members when taking the CRCT in April. We will be meeting several times throughout the year for some exciting activities that are designed to help each of you to develop the skills that you need to feel confident and empowered when taking important tests. This year our major focus will be on the CRCT, since you’ll all be taking it in the spring. But keep in mind that the strategies that you will learn in Maritime Adventures will serve you well in any testing situations which you may face in the future.
- ❖ The teacher says “Say hello to the person on your left. Say hello to the person on your right. Now say hello to your captain. Captains, say hello to your crew! But when the ship’s bell sounds, it will be time to settle down and get very quiet for a moment.” *Let everybody speak to each other to get energy flowing in the room.*
- ❖ (Music in the background needs to reflect what emotions you want the students to feel. Begin with something upbeat, then put on serious music with slower, softer tones.)
- ❖ Ring the bell and say, “Now everybody listen carefully because I want to ask you some important questions.” Wait for everyone to get quiet. Then you ask the questions.

❖ Questions:

1. How many of you sometimes feel that you get told to do things a lot that you don't necessarily like to do?
2. How many of you feel that you're asked to do stuff you don't know how to do and don't know why you need to do it?
3. How many of you feel that sometimes you get asked to do things that you don't enjoy doing?
4. How many of you wish you had more control and choices over your day at school?
5. How many of you guys feel that sometimes at school you don't get to make a lot of choices?
6. How many of you have noticed that people tell you that you should try your best and you don't know what that is or how to do that exactly?
7. How many of you have been asked over and over again to pay attention, but nobody has ever shown you how to do that?
8. What if I could offer you the power to change your own future by changing the way you feel or what you think?
9. Say yes if you want power. Say yes if you want control. Raise your hand boys and girls. Say ma'am yes ma'am, I want it. I want it!"

❖ *Music needs to change at this point. The energy rises, but speakers can still be heard over it.*

❖ Next, tell the students:

1. What if I could offer you the power to take charge over your own thinking?
2. Raise your hand if you want the power to control your own life
3. Raise your hand if you want the power to change your future
4. Raise your hand if you want the power to manage your own feelings and to use them to help you in tough situations!
5. Raise your hand if you want the power to take tests with confidence and focus!

❖ But, STOP! (*Everything stops, music stops, lights go down.*)

❖ Teacher says, "We face enemies who would snatch the success from our very hands, who can rob us of our power. There are enemies who threaten our success. Listen while we tell you their stories".

❖ *Get the students to be really quiet. Cue them to sit down and listen very carefully.*

❖ Put up picture and story of the commodores on the big screen. Teacher reads the description of each enemy who travels on the Sea of Infinite Possibilities. *Change in music – sinister and soft in the background.*

❖ The teacher says, "These are the enemies who challenge us in our every day life, but we have a great encounter coming up that will test our mettle even more. It is called the Georgia Criterion Referenced Competency test, or CRCT. How many of you remember taking that test last year? How many would like to feel control over that test instead of letting it taking control over you?"

❖ The teacher says, "Each commodore commands a formidable fleet of ships." The teacher then reads a description of each fleet and its individual ships.

Comment [ILP1]: ❖ Translate some of these things into adult talk for the grown ups. Say, "Most of the teachers say they want their children to love learning. How would you like to go beyond that and teach them to learn how to learn? How many would you like to give you children power over their own future?"

Comment [ILP2]: 2 min. 42 seconds for this section

Comment [ILP3]: 5 minutes for this section

Comment [ILP4]: 1 min. 42 seconds

- ❖ Then say, "But have no fear! We are not without our own resources! Here's what we're bringing to the battle! "
- ❖ The teacher then reads the description of each of the "friendly" ships and recognizes the crew of each by asking them to stand up as the description is read.

The **Santa María** was the largest of the three ships used by Christopher Columbus in his first voyage across the Atlantic Ocean in 1492. The Santa María was a small carrack, or "nao", about 70 feet long, used as the flagship for the expedition. She carried 40 men.

The other ships of the Columbus expedition were the caravel-type ships Santa Clara, remembered as the Niña ("The Girl" – a pun on the name of her owner, Juan Niño) and Pinta ("The Painted" – this might be a reference to excessive makeup). All these ships were second-hand (if not third or more) and were never meant for exploration.

The Santa María had a single deck and three masts. She was the slowest of Columbus' vessels but performed well in the Atlantic crossing. She ran aground off the present-day site of Môle Saint-Nicolas, Haiti on December 25, 1492, and was lost.

The **Mayflower** was the famous ship that transported the English Separatists, better known as the Pilgrims, from Southampton, England, to Plymouth, Massachusetts (which would become the capital of Plymouth Colony), in 1620.

The vessel left England on September 16, and after a gruelling 66-day journey marked by disease, the ship dropped anchor inside the hook tip of Cape Cod (Provincetown Harbor) on November 21. The Mayflower originally was destined for the mouth of the Hudson River, near present-day New York City, at the northern edge of England's Virginia colony, which itself was established with the 1607 Jamestown Settlement. However, the Mayflower went off course as the winter approached, and remained in Cape Cod Bay. On March 28, 1621, all surviving passengers, who had inhabited the ship during the winter, moved ashore at Plymouth, and on April 15, the Mayflower, a privately commissioned vessel, returned to England. In 1623, a year after the death of captain Christopher Jones, the Mayflower was most likely dismantled for scrap lumber in Rotherhithe, London.

Known by the Dutch as the 'golden devil', on account of her all black and gold appearance, **Sovereign of the Seas** was the most magnificent ship of her era. Designed in 1634 by Phineas Pett she was the first ship to have three full gun decks, carrying 102 guns on the orders of King Charles I instead of the 90 originally planned. No expense was spared in her construction. All her guns were made from bronze instead of cast iron which meant they were much lighter but four times more expensive. Most impressive was her gilded and carved decoration costing over £6,600, equivalent to the cost of the hull for a two decked ship. Sovereign of the Seas was so large that two smaller ships were built from her waste timbers. It cost £65,586 to build her. About ten 40-gun ships could have been built for the same amount. The money spent on her increased the financial crisis in King Charles I's court that contributed to the English Civil War.

She sailed with 800 men, and her 104 guns could fire a broadside of more than a ton of metal.

Renamed the Royal Sovereign when Charles II came to the throne in 1660 she fought in several battles during the Second and Third Dutch Wars between 1666-1673. Her career came to an abrupt end when she accidentally caught fire by a misplaced candle at Chatham on 27 January 1696.

The ***Flying Dutchman***, according to folklore, is a ghost ship that can never go home, and is doomed to sail the oceans forever. The *Flying Dutchman* is usually spotted from afar, sometimes seen to be glowing with ghostly light. It is said that if she is hailed by another ship, her crew will often try to send messages to land or to people long since dead. In ocean lore, the sight of this phantom ship is reckoned by seafarers to be a warning sign of doom.

According to legend, a Dutch sea captain named Vanderdecken was condemned by the Devil to roam the seas until redeemed by a woman's love. In Richard Wagner's opera *The Flying Dutchman*, the sea captain leaves the ship every seven years to search for a wife. He finds Senta, who is willing to marry him. However, the Dutchman fears she has been unfaithful. Prepared to die for him, Senta throws herself off a cliff into the sea. This is his salvation. The spectral ship disappears, and Senta and the Dutchman are seen ascending to heaven.

Kon-Tiki is the raft used by Norwegian explorer and writer Thor Heyerdahl in his 1947 expedition across the Pacific Ocean from South America to the Polynesian islands. It was named after the Inca sun god, [Viracocha](#), for whom "Kon-Tiki" was said to be an old name. *Kon-Tiki* is also the name of the popular book that Heyerdahl wrote about his adventures.

Heyerdahl believed that people from South America could have settled Polynesia in pre-Columbian times. His aim in mounting the *Kon-Tiki* expedition was to show, by using only the materials and technologies available to those people at the time, that there were no technical reasons to prevent them from having done so.

Heyerdahl and a small team went to Peru, where they constructed the raft out of balsa logs and other native materials in an indigenous style as recorded in illustrations by Spanish conquistadores. The trip began on April 28, 1947. Heyerdahl and five companions sailed the raft for 101 days over 4,300 miles across the Pacific Ocean before smashing into a reef at [Raroia](#) in the Tuamotu Islands on August 7, 1947. The crew made successful landfall and all returned safely.

The ***Mary Celeste*** was a 103-foot (31 m), 282-ton brigantine discovered in the Atlantic Ocean unmanned and under sail heading towards the Strait of Gibraltar in 1872. The fate of the crew is the subject of much speculation; theories range from alcoholic fumes to underwater earthquakes, along with a large number of fictional accounts. The *Mary Celeste* is often described as the archetypal ghost ship.

On November 5, 1872, under the command of Captain Benjamin Briggs, the ship picked up a cargo of commercial alcohol and set sail from Staten Island, New York to Genoa, Italy. In addition to the captain and a crew of seven, she carried two passengers, the captain's wife, Sarah E. Briggs (maiden name Cobb), and their two-year-old daughter, Sophia Matilda, making 10 people in total.

On December 4, 1872 the *Mary Celeste* was sighted by the *Dei Gratia*, commanded by Captain David Reed Morehouse, who knew Captain Briggs. According to the account given by the crew of the *Dei Gratia*, the ship was observed for two hours, under full sail and heading toward the Strait of Gibraltar. They concluded that she was drifting, though she was flying no distress signals.

The chief mate of the *Dei Gratia*, led a party in a small boat to board the *Mary Celeste*. He found the ship in generally good condition. The forehatch and the lazarette were both open, the clock was not functioning and the compass was destroyed. The sextant and marine chronometer were missing, and the only lifeboat appeared to have been intentionally launched, suggesting the ship had been deliberately abandoned. The cargo of 1,701 barrels of alcohol was intact, although when it was eventually unloaded in Genoa, nine barrels were found to be empty. A six-month supply of food and water was aboard. All of the ship's papers, except the captain's logbook, were missing.

None of the *Mary Celeste's* crew or passengers were found, and it is unlikely that the events leading to their disappearance will ever be known with certainty.

The ***Calypso*** is a ship that Jacques-Yves Cousteau, one of the most important researchers in oceanography, equipped as a mobile laboratory for field research.

Calypso carried advanced equipment, including one- and two-man mini submarines developed by Cousteau, diving saucers, and underwater scooters. The ship was also fitted with a see-through "nose", an observation chamber three meters below the waterline, and was modified to house scientific equipment and a helicopter pad.

Cousteau, with his gift for communication and his lifelong experience as an underwater explorer, may have done more to make us understand the importance of the three-quarters of our planet that is covered with water than any other person who has ever lived.

The Aida Diva aka, "**The Dragon Ship**" is the first of six new ships being constructed for German-based cruise operator Aida Cruises.. The vessel itself measures 738.1 feet in length and is able to carry 2,050 passengers (1,025 double-occupancy cabins) and has a crew complement of 646.

The ship's accommodation includes 18 suites, 439 balcony cabins , 218 window cabins, 368 inside cabins and 133 four-berth cabins. There are fitness and spa facilities located above the bridge which is designed around the concept of a 2,000m² 'wellness oasis', which is covered by a sliding glass roof. The area has palm trees, cabana-style beds, hammocks and a large Jacuzzi. The sports facilities on board cater for a wide range of interests including golf, squash, volley ball, running and fitness track, climbing wall and many other sports.

The Dragon Ship offers several restaurant choices for passengers, such as the Rossini, Buffalo Steak Restaurant, a sushi bar, the Markt-Restaurant (market restaurant) and Bella Vista, which offers pizza and pasta 24-hours a day. An international restaurant called "Weite Welt" (wide world) serves a huge range of cuisine from Chinese to Scandinavian (buffet style).

The ship is powered by two diesel-electric main propulsion synchronous units each with an output of 12.5MW, which allow speeds of more than 21kt. The diesel-electric propulsion systems have also been designed to be environmentally friendly with drastically reduced exhaust emissions at normal loads.

USS *Enterprise*, the "Big E", was the sixth aircraft carrier of the United States Navy and the seventh U.S. Navy ship to bear that name. Launched in 1936, she was a ship of the *Yorktown* class, and one of only three American carriers commissioned prior to World War II to survive the war. She participated in more major actions of the war against Japan than did any other US ship. These actions included the Battle of Midway, the Battle of the Eastern Solomons, the Battle of the Santa Cruz Islands, various other air-sea engagements during the Guadalcanal campaign, the Battle of the Philippine Sea, and the Battle of Leyte Gulf, as well as the "Doolittle Raid" on Tokyo. On three separate occasions during the Pacific War, the Japanese announced that she had been sunk in battle.

Enterprise earned 20 battle stars, the most for any U.S. warship in World War II. Some have labeled her the most glorious and honored ship in all of United States Naval history, rivaled only perhaps by the 18th century frigate USS *Constitution*.

USS *Virginia* is a United States Navy attack submarine, the lead ship of her class and the tenth ship of that Navy to be named for the Commonwealth of Virginia.

She was launched on 16 August 2003 and was delivered to the Navy on 12 October 2004. She was commissioned on 23 October 2004 under the command of David J. Kern. This class of submarine is unique in that it features a Photonics Mast Program (PMP) that freed ship designers to place the ship's control room in a lower, less geometrically-constrained space than would be required by a standard, optical tube periscope. It is additionally unique in the U.S. Navy for featuring all-digital ship and ballast control systems.

On 23 November 2005, *Virginia* completed her first deployment in support of the Global War on Terrorism.

Comment [ILP5]: This section 11 min 27 sec.

- ❖ Teacher says, “Now that we’re familiar with our captains, crews, and ships, it’s time to do some basic training. If we were sailors getting ready for a real-life ocean adventure we would probably start out with some jumping jacks, sit-ups, deep-knee bends and maybe some running to help us prepare for the great challenge that lay ahead. But the challenge that we face is mental rather than physical, so we’ll need to prepare ourselves with the right kind of thinking exercise.
- ❖ Teacher says, “Did you know that the mind cannot tell the difference between a real event and a vividly imagined one? This means that your thoughts are very powerful. They are so powerful, in fact, that they can actually make things happen. What you see in your mind’s eye can become reality. Our brains create pictures automatically most of the time without being told to do it. But you can control this ability and use it to your own advantage when you choose to.
- ❖ Teacher says, “In your mind’s eye, you can go anywhere in a moment. Your body is still here, but your mind can go anywhere. I know you know how to do this. Raise your hand if you’ve ever been in class, but not listened to what the teacher was saying. Instead, you might have been thinking about what you’ll be doing when you get home. Have you ever been in church and instead of listening to the preacher, you were thinking about what you’ll have for lunch? That’s visualization. So, let’s try this exercise. Let’s go somewhere in our minds. During your trip, be sure to use all your senses – vision, hearing, smell, touch... Close your eyes. Now, go to your room. I want you to picture your room just as you left it this morning. You can see your bed. It may be made or unmade. Look around. See your walls. You may have pictures or posters on them. Look at your toys, games, closet, clothes... Do you hear the sounds in your room? Is there music playing? Is there a TV on? Do you hear traffic outside of your room? Do you hear the trains? What does your room smell like? Take in all the sights and sounds and smells for a moment... (pause).... Now, come back to the school. Open your eyes.
- ❖ Teacher says, “How many of you could actually see the things in your room? How many of you could hear or smell the things you’re used to in that space? Now that you see how this works, let’s do another visualization that will help us during CRCT testing or any other situation when we need to do our very best thinking. “
- ❖ Teacher says, “*Now listen again. Close your eyes and relax. You are very comfortable, the air around your body feels just right, and you’re breathing slowly but deeply, in and out, in and out. With each breath you are cleansing yourself of any thoughts about yesterday or tomorrow, and you’re becoming very aware of*

how you're feeling in this moment and this moment only. I will now count backwards from ten. As I say each number, your body will become lighter, and lighter, more relaxed, and calmer. Ten, nine, eight, seven, six, five, four, three, two, one. Now you're feeling calm and comfortable, but your thinking is very clear and focused. As if in a movie, you see yourself on the beach and you know something wonderful is going to happen... so just get up, walk down to the ocean, walk along the edge of the surf, feel the cool water coming in and wrapping around your ankles and the warm sand under your feet...and then look down and watch the waves as they come and go and then look further out toward the ocean and see a beautiful horizon... and the sky is blue and the ocean is so, so calm... and then look over to the harbor that's on your right and notice that there is a parade of ships beginning to line up. These are ships that look very familiar. First you notice all the sails and they are full and the wind is blowing into the sails and they are coming out at full power... they are ready to go... look at them... there's the Santa Maria, the Mayflower, the Sovereign of the Seas, the Flying Dutchman, the Kon-Tiki, the Mary Celeste, the Calypso, the Dragon Ship, the USS Enterprise, and the USS Virginia. Do you see your ship? Look, it's waiting for you! You and your crew are climbing on board. You find your seat, and take your place with your friends on your ship. Now all the ships begin to move again. They're sailing away, out the mouth of the harbor and into the open sea. The wind is blowing in your hair. The air smells salty, and you feel excited but confident about taking this voyage. Think about your ship's special power. Now look around you, and think about the mighty power of this great fleet of ships. Together, everybody is strong and ready to face anything. With all that help and all that power, you're going to be able to do what you set out to do today. You are going to be able to concentrate and hold your attention and manage it in a way that will help you with your thoughts, a way that will help your feelings to be nice and calm so that you can plan your strategies and make good choices to help you so that, when your work is all completed, you'll know that you've done your very best. Now you see a different scene. Now you're back in your classroom, sitting in your desk. You did it! You finished your test! You used the test-taking strategies that you learned this year, and you feel proud of your work. Your teachers are proud, too, and they're saying, "Good work! You did a great job!"

- ❖ Teacher says, "Now open your eyes. How many of you saw, felt, heard or smelled the images in this visualization? If you did, that's great. But if you didn't, just remember that visualization is an ability that improves with practice. We will be working on improving our visualization skills throughout this school year."
- ❖ If time remains, the teacher gives each student a sheet of paper and markers or crayons. She says, "Now I want you to try and create a picture on paper of the scene that you saw during the visualization."
- ❖ If no time remains, the teacher says, "Thank you for coming to our War Room. We look forward to seeing you again at our next session of Maritime Adventures".

Comment [ILP6]: This section 3 minutes