

(in the title at the very top of this page, type in the Standard: followed by title of lesson)

**Lesson Title: Keelboats and the Legends of Mike Fink**

**Standard: G5.1.7. Identify and respond to characteristics of realistic fiction, historical fiction, fantasy, science fiction, legends, fables, and information text representing a variety of cultures and time periods**

**Grade Level: 4<sup>th</sup> Grade**

**Lesson Materials: PowerPoint about keel boats and their history (including a map of the U.S.). “Mike Fink” by Steven Kellogg**

**Lesson Duration: 50 min**

Dimension	Description
Learning Goals	Understand the use of Keelboats in America’s history and how the legend of Mike Fink was created from this history
Criteria for Success  For the student:  For the teacher:	I can explain the history of keelboats in America’s history. I can explain the legend of Mike Fink and how this legend is both fact and fiction.  Students can recall events in the story and separate fact from fiction
Tasks and Activities that Elicit Evidence of Learning	Look at pictures of keelboats and identify their purpose and how and where they operated in the early 1800s in America. Use a map of the United States in the early 1800s to identify the waterways in Indiana and Ohio where keelboats operated.  Students will choose from a written list of events from the story “Mike Fink” and list them as either fact or fiction.
Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	Questioning Strategies: Orally recalling story events and identifying them as either fact or fiction. Discussion of what a legend is.

	Key Misconceptions:
Extending Thinking During Discourse	
Descriptive Feedback	
Peer Feedback	
Self-Assessment	We will review the written assignment orally and students can ask question about why an event is fact or fiction.
Collaborative Culture of Learning	
Use of Evidence to Inform Instruction	Student answers to questions, their discussion of the story and their responses to the written activity.

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Lesson Plan submitted by: