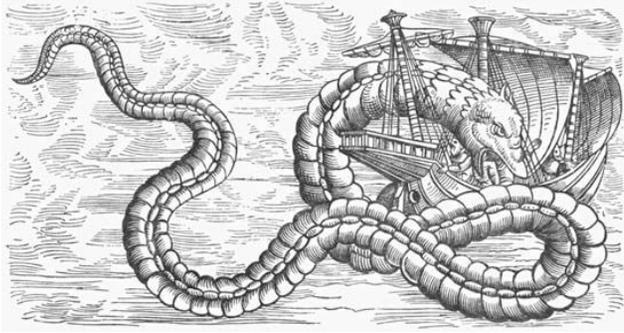


Topic: Loch Ness Monster

|  Notes | Choose and Analyze               |  My POV |
|---|--|--|
| <ul style="list-style-type: none"> *Romans to northern Scotland first century A.D * R's found tribes called Picts/ painted people *Picts obviously were interested by animals and clear to let them have great fame among their tribe. *All had features that were easily recognized. All but one, The Loch Ness Monster as it was later titled *Scholars say swimming elephant *Scottish folklore shows many water beasts labeled Loch-na-Beistie on maps in places from small streams to the biggest lakes. *Many Scottish locals and other fascinated people believe these water horses or kelpies have magical, mystical powers and vengeful intentions. * Authors, researchers wrote about these creatures. *One story tells of it luring kids into the water giving them rides out and swimming the hands of the children become stuck to the monstrous beast and are dragged down to the bottom of the lake. *kids livers wash up very next day on shore *Huge heads,foot long eyes,sharp teeth,long arms,humps on backs *Attack ships,pull down to bottom of lake *Kill many sailors *Old testament bible,battles between God- a sea monster *Differing names, Leviathan,Rahab | <p>Change over time: First of all, The Loch Ness Monster used to be called Loch-na-Beistie then over time they changed it to The Loch Ness Monster. Also, some people didn't believe in it until they thought they saw it or were convinced. So over time they believed in it instead of not. I also noticed, When the Romans first got there they didn't see or find the tribes but over time they found them and saw the animals that were painted on caves and noticed the creatures.</p> <p style="text-align: center;"><u>Student SAMPLE</u></p> | <p>I believe out of this information that the Loch Ness Monster could be real. Although,I don't believe it has magical powers or any specific intentions. I think they could be mistaking it for another regular big sea creature. Another one of my thoughts is that we know a certain percentage of earth and sea has not been explored so maybe they come from the parts that have been unexplored and travel to the Loch Ness lake at a certain time of year. That brings me to this question. Is there a main time of year that locals,tourists, or vacationists spot the creature known as the "Loch Ness Monster"?</p> <p> Specialized Vocabulary/Terminology</p> <ul style="list-style-type: none"> -Loch-na-Beistie -Seamonster -Leviathan -Rahab |
|  Main Idea | | |
| <p>There are many theories of this mythological creature with stories clinging to it but at the end of the day there's two sides. One who see's the <i>myth</i> in mythological and one that is blinded by what they think they saw. A.K.A. the believers or the non-believers.</p> | | |

Sources:



Student SAMPLE

-Brittanica School "sea serpent"(mostly paragraph 1):<https://school.eb.com/levels/elementary/article/sea-serpent/390052>

-Klru "Birth of a legend":<https://www.pbs.org/wgbh/nova/lochness/legend.html>

|  Notes | Choose and Analyze  |  My POV |
|---|---|--|
| <p>The first 5th grade room with Mr. Elliot has the task of writing a report on a famous person using the rubric given. The students are to incorporate organization, resources, and effective language to communicate their report.</p> <p>The other 5th grade room has a task of researching a person who has had a positive impact. However her approach includes interest inventories, classroom discussions about people, and side by side conferencing with the students through the process of a research project. Ending result includes a whole group classroom project of a mural</p> | <div style="text-align: center;">  </div> <p>How will Mrs. May assess their finished project? How does Mr. Elliot coach students through the process since they just have a rubric to look at? How do both teachers expose students to different sources of research to use?</p> <div style="text-align: center;">  </div> <p>Values of the importance of learning about people in society who have made a difference. Prejudice can be assumed in this project because students may think their famous person is/isn't famous due to race, religion, orientation, etc.</p> | <p>Mr. Elliots assignment was more teacher driven and very little room for students to explore outside the guidelines of the rubric.</p> <p>Mrs. May's was student driven with alot of engaging/exploring strategies to learn about the project of famous people. Teacher coached along the way to support students in a variety of ways they were recording what they were finding. The research process was taught more in depth and guided.</p> |
|  Specialized Vocab | | |
| <div style="text-align: center;">  Main Idea </div> <p>The main idea is that both 5th grade teachers assigned a research based project on a "famous" person and gave students the exposure of how to research, use resources, notetaking, developing ideas, following a rubric, and developing a finished product in written or visual form</p> | | |