



THE CHAMPIONSHIP BATTLE THAT SHOULD HAVE BEEN!

SCIENCE WRITING LESSON PLAN

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This lesson plan was developed using the [Common Core English Language Arts Writing Standards](#) students to argue from evidence for the two combatants the student thinks should have been in or won the championship. If the student accurately predicted the two final combatants AND the outcome, the student can write about the information that they found in their pre-tournament research and any new information gained from scientist narrators that further explained the outcomes. This exercise will reinforce learning from the tournament.

This lesson can be adapted to 3-5, 6-8, and 9-12 grades for specific language arts learning goals.

Section 4

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

CCSS.ELA-LITERACY.W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-LITERACY.W.4.9

Draw evidence from non-fiction and informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.4.9.A

Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CCSS.ELA-LITERACY.W.4.9.B

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Introducing the Assignment to the Students:

"The MMM Organizers GOT IT ALL WRONG, the championship battle CLEARLY SHOULD HAVE BEEN <teacher's predicted final match-up>!!! For this assignment, student's craft their own battle narrative for the Championship that SHOULD HAVE BEEN.

If students are interested in learning more about science writing:

Blum, D., Knudson, M., & Henig, R. M. (Eds.). (2006). A field guide for science writers. Oxford University Press, USA.

Dwyer, J. (2010). Where the wild books are: A field guide to ecofiction. University of Nevada Press.

Murray, J. A. (1995). *The Sierra Club nature writing handbook: A creative guide*. Sierra Club Books for Children.

March Mammal Madness Championship Battle Worksheet

Date _____

Student's Name _____ Teacher/Class _____

Join the March Mammal Madness Team! (~60 mins, stopping point for two class periods at step 4)

As a Scientist-Narrator you will craft your own battle that SHOULD have been the Championship! Using the primary and secondary resources on the March Mammal Madness LibGuide, you will craft your own March Mammal Madness battle (<https://libguides.asu.edu/MarchMammalMadness/Resources>)!

1. List the two species you expected to be in the Championship Battle.
2. Using Animal Diversity Web (<https://animaldiversity.org/>), research both of the animals you chose. The background information should include the animal's size, where it lives, what it eats, its habitat, behavior, and other facts you think are interesting. As you do your research, fill in the data sheet to put all of your research in one place that you can refer back to it as you write your battle.
3. Once you finish your background research, use your own words to write 3-5 sentences introducing each of your animal combatants.
4. The location of your battle can be 1) A nearby National Park, 2) a National Park you would like to visit. Write 1-2 sentences about the habitat of your battle location (Hint: You can refer back to your essay to describe the habitat!).
5. Next you will write 1-2 sentences about how well suited the animals you chose are to the habitat in your park. For example, is your park in the desert and does one of your animals live in the ocean? How will this animal respond to an environment that is very different than the one it's used to living in?
6. Describe an interaction between the two animals using the facts about their behavior you learned in your research and from March Mammal Madness. When the animals meet, how do they interact? The interactions should be supported by the facts of your research, not made up. The description should be a descriptive, suspenseful play-by-play of the encounter weaving together science facts within the dynamic action.
7. Declare a winner! (*Teacher: consider having students share their battles with other students as a share-pair, in groups or as a class, reading aloud or as a poster or powerpoint slide*).

Background research datasheet

Name of Finalist 1

Size of animal (length, weight)

Where does it usually live?

What does it usually eat?

Description of habitat

Description of behaviors

Other interesting facts

Link to image or video

Name of Finalist 2

Size of animal (length, weight)

Where does it usually live?

What does it usually eat?

Description of habitat

Description of behaviors

Other interesting facts

Link to image or video

Now you're ready to CRAFT your Battle Narrative on the next Page!

Describe the “Scene,” the Habitat of the Battle:

Describe Finalist 1 Activity on “arrival” into the Battle Scene:

Describe Finalist 2 Activity on “arrival” into the Battle Scene:

Describe Finalist 1’s FIRST REACTION to Finalist 2:

Describe Finalist 2’s FIRST REACTION to Finalist 1:

Describe what happens next in the INTERACTIONS of Finalist 1 & 2:

Describe how the interaction RESOLVES between Finalist 1 & 2:

Declare the CHAMPION!