**Odonata Slow Reveal Graph Teacher Guide**

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| **Lesson Topic: Odonata Phenology**  **Lesson Duration: 5-10 mins**  **Grade Level: High School** |
| **TERMINAL BEHAVIORAL OBJECTIVE** |
| To construct an interpretation of data as the context is gradually given. |
| **CURRICULUM CONTENT STANDARDS** |
| **HS.L2U3.18:** Obtain, evaluate, and communicate about the positive and negative ethical, social, economic, and political implications of human activity on the biodiversity of an ecosystem. |
| **VOCABULARY** |
| Phenology, Odonata |
| **COMPREHENSIVE LIST OF RESOURCES** |
| **Odonata SRG Slides**  [**https://peerj.com/articles/9856/**](https://peerj.com/articles/9856/) **(Bogan Research Paper where graph was pulled from)** |

**Lesson Sequence**

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| **TIME**  **(in mins** | **TASK ANALYSIS** | **TEACHING STRATEGY** | **STUDENT ACTION** |
| **5-10** | **Slow Reveal Graph**  **(I created this with the intent of making this a bellwork activity, but it could fit elsewhere in the lesson)** | Starting with the first slide, have the students note what they notice and wonder about the graph. You may have students do this alone on a piece of paper, or you can have them think-pair-share. I included additional questions to stimulate some thinking about the skeletal structure of this graph (different rows, different thicknesses).  Each subsequent slide reveals more information about the graph, and the questions I’ve included scaffold thinking and encourage engagement.  The last two slides contain the original figure caption and description from the paper which contains this graph. They provide much more context to the graph. You may decide to read through this with your students and have a continued discussion about this. You may want to include that this data was collected after effluent flow began at the Heritage site | Whether you have students think independently, pair-share, or any other strategy is up to you. With each slide, students should be thinking about what new information has been revealed and how that changes their understanding of this graph. |