
Teacher Guide

Writing Assignment:

30 minutes

Now that your students have experienced the LabVenture! program, we invite you to enrich their experience with a short writing assignment.

The three prompts on the following worksheet are designed to encourage your students to have fun while thinking more deeply about themselves as scientists and the process of scientific inquiry. Have students choose one of the prompts that they want to respond to. The recommended minimum length for a finished response is a half page single spaced, though we hope that students want to write more! During the drafting process ask students to cite specific examples from their experience in LabVenture at GMRI, the use of evidence, data, and scientific reasoning. This exercise should take an entire class period.

To get the students in the right frame of mind we suggest a brief writing warm-up exercise.

Warm-up:

15- 20 minutes

Have students get out a notebook or laptop and prepare to do some quick sensory writing. Have a clock, stopwatch, or timer on hand. Say each of the following phrases aloud one at a time and ask students to write in response to the phrase. This is rapid response writing. Encourage pens to paper before saying the phrase, set your timer and go! Give them one minute to respond to each phrase. Their writing should be stream of consciousness.

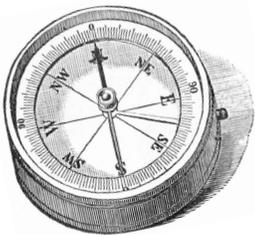
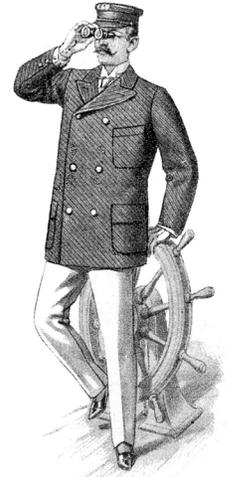
- *The smell of the ocean*
- *The feel of rubber gloves*
- *The sound of the GMRI research lab*
- *The sight of the LabVenture bus*
- *The taste of seafood*

Circle up and ask each student to choose one response to share aloud with the full group.

LabVenture! Writing Prompts

1. You are a scientist in 10 years (describe yourself, draw a picture). While on a top secret research experiment on your boat in Casco Bay, you discover a new species of _____ in the water (draw it). Being careful not to disturb the ecosystem, you harvest a small sample to take back to your lab for further study. On the boat ride back, you _____ (pick one sense from smell, hear, see, feel) something strange coming from the sample, and when you get closer you notice it does _____ when it interacts with _____!

How will you study this new species?
What could the new species' role in the ecosystem be?



2. Write from the perspective of a lobster. What's your day like? What are your interactions with other species? What's your habitat? Remember to use your senses. Write about what you see walking along the ocean floor, what it feels like to have claws, what you sense with the antennae and the hairs on your legs?

3. You've redesigned a lobster trap. What would it look like and how would it work? What would be the benefits and drawbacks to lobsters? To fishermen? To the environment? Write a sales pitch aimed at lobsterman: sell them your product. Give your product a catchy name. Include an illustration of your product.

