

6th-8th
GRADE

nonfiction reading

UNSOLVED MYSTERIES

APPLICATION: DYATLOV PASS CLOSE READ		
Common Core Standards	SIXTH GRADE	SEVENTH GRADE
Writing:	Writing:	Writing:
• W.1	• W.1	• W.1
Informational:	Informational:	Informational:
• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10
Learning Targets	1. I can identify key details and ideas in the text. 2. I can use text evidence to support my answers. 3. I can analyze the text critically.	1. I can identify key details and ideas in the text. 2. I can use text evidence to support my answers. 3. I can analyze the text critically.
Preparation	1. Download Lesson Two slides for presentation. 2. Determine how you will complete the reading. 3. Read once together, then independently.	1. Download Lesson Two slides for presentation. 2. Determine how you will complete the reading. 3. Read once together, then independently.

APPLICATION: D. B. COOPER CLOSE READ			
Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing:	Writing:	Writing:	Writing:
• W.1	• W.1	• W.1	• W.1
Informational:	Informational:	Informational:	Informational:
• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10
Learning Targets	1. I can identify key details and ideas in the close-read passage. 2. I can use text evidence to support my answers. 3. I can analyze the text critically.	1. I can identify key details and ideas in the close-read passage. 2. I can use text evidence to support my answers. 3. I can analyze the text critically.	1. I can identify key details and ideas in the close-read passage. 2. I can use text evidence to support my answers. 3. I can analyze the text critically.

NONFICTION SKILLS: DYATLOV PASS CLOSE READ	
THE ENIGMA OF DYATLOV PASS: A JOURNEY INTO MYSTERY BY NISIMLE BARNETT	
Instructions for Close Reading:	
First Read: Cold read to understand the story	
Second Read:	
1. Number the paragraphs 2. Underline unknown words 3. Highlight important ideas and quotes 4. Make connections in the margins	
Third Read: Answer the questions	

LESSON TWO

THE MYSTERY OF D.B. COOPER

The Mystery of D.B. Cooper: The Man

UNRAVELING THE MARY CELESTE

The Mary Celeste Sets Sail

Imagine sailing on the vast, open sea, the salty breeze on your face, and the sun shining brightly on the water.

THE ENIGMA OF DYATLOV PASS: A JOURNEY INTO MYSTERY

In the vast expanse of Russia's Ural Mountains, a group of men and women were on a journey that would become a mystery.

CLOSE READ INSTRUCTIONS

Read: Cold read to understand the story

Second Read:

1. Number the paragraphs
2. Underline unknown words
3. Highlight important ideas and quotes
4. Make connections in the margins and comments

Third Read: Answer the questions

PRINT AND DIGITAL



NONFICTION AUTHOR'S PURPOSE

An author's purpose is their reason for or intent in writing. An author's purpose may be to persuade or instruct the reader or describe, recount or explain something.

PERSUADE
The author wants to persuade the reader to believe something.
Example: An article about how endangered animals.

RECOUNT
The author wants to tell you a true story or event.
Example: A memoir like Brown Girl Dreaming where the author tells the story of childhood growing up in South Carolina and New York.

INSTRUCT
The author wants to teach you how to do something.
Example: A textbook or professional book that teaches you how to be a reading teacher.

DESCRIBE
The author wants to report on, or describe, features, or behaviors of a thing.
Example: An essay that describes and smells of a place that one has visited.

EXPLAIN
The author wants to make clear how something is made, or why.
Example: Directions on how to be a reading teacher.

THE HUNGRY TEACHER
The author wants to give you information about something or something that has happened.
Example: When President FDR introduced the attack on the United States at Pearl Harbor.

CENTRAL IDEA

The central, unifying element of the text. The most essential idea of the text; the key points the author wants to make. Nonfiction works use supporting details to develop central ideas.

SUPPORTING DETAILS
The supporting details are the facts that describe a central idea.

SUPPORTING DETAILS
The supporting details in the text within a paragraph should tell about a central idea.

SUPPORTING DETAILS
Supporting details confirm or support the central idea.

SUPPORTING DETAILS
The supporting details often answer who, what, where, when, and type questions.

SUPPORTING DETAILS
The supporting details can be anecdotes, stories, or other information presented to support the central idea.

QUESTIONS TO ASK YOURSELF TO DETERMINE THE CENTRAL IDEA

1. What is the author trying to say?
2. What is the text all about?
3. What do all the details have in common?
4. What do these details all add up to?

nonfiction reading UNSOLVED MYSTERIES

NAME: _____

DATE: _____ CLASS PERIOD: _____

A MIDDLE SCHOOL ELA

nonfiction and informational reading unit

This flexible unit gives students the tools they need to **analyze nonfiction texts with depth and purpose**—without the shallow skimming or copy-paste summaries. With step-by-step modeling, scaffolded close reading lessons, and high-interest mysteries, students learn how to identify central ideas, evaluate evidence, and recognize author's purpose and bias. They'll move from initial annotation and questioning to synthesizing information across multiple sources—building confidence as critical thinkers and readers. Whether you're introducing nonfiction, refreshing skills mid-year, or preparing for state testing, this unit meets students where they are and helps them push further into analysis and evidence-based discussion.



6 step-by-step teacher lesson plans

6 step-by-step teacher PDF and Google Slides teaching presentations (close reading strategies, central idea, supporting details, author's purpose, evaluating mediums, and synthesizing evidence)



Fully scaffolded reading + analysis practice with modeled examples

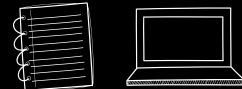
Close reading annotation guides + graphic organizers

High-interest mystery texts and excerpts for analysis and engagement

Teacher answer **keys, examples, and flexible pacing**

100% digital student response notebook

PRINT AND
DIGITAL



nonfiction reading unsolved mysteries unit

This **Nonfiction Close Reading Unit** gives students the tools, scaffolds, and models they need to analyze informational texts with curiosity and precision—without shallow summaries or surface-level responses. Through engaging case studies of real-world **unsolved mysteries**, students practice citing evidence, identifying central ideas, evaluating author's purpose, and analyzing text structure. With step-by-step lessons, guided questions, and text-based discussions, they'll build confidence as critical readers while uncovering the intrigue of mysteries that remain unanswered.

✨ Here's what they'll learn:

- **Close Reading Foundations:** Students learn how to slow down and annotate texts for evidence, structure, and meaning.
- **Central Ideas & Supporting Details:** Practice identifying main ideas in informational texts and connecting them to key evidence.
- **Author's Purpose & Point of View:** Analyze why texts are written and how perspective influences meaning.
- **Evaluating Mediums:** Compare how print, video, audio, and multimedia shape understanding of the same event.
- **Synthesizing Evidence:** Pull information from multiple sources to form strong, text-based conclusions about unsolved mysteries.

📖 Why this works:

This unit turns high-interest mysteries into powerful reading lessons. Instead of skimming, students are guided through scaffolded practice in identifying claims, weighing evidence, and making inferences. With built-in discussion prompts and writing responses, they learn how to think like detectives—curious, skeptical, and always citing proof.

💡 Perfect for:

- Teachers who want nonfiction lessons that go beyond “find the main idea.”
- Students who need engagement and relevance to stay invested in informational texts.
- Any middle school ELA class working on close reading, nonfiction comprehension, or cross-medium analysis.

Teachers like you have said...



"I absolutely love every resource I buy from Martina. The layout is easy to follow, it correlates with her other resources, and **has everything you need in it. The standards are aligned with every lesson, suggested responses are included, clear procedures, learning objectives, and so much more.**" – Julie N.



"This is an amazing resource and is well worth the price. It is so robust. I started with the text structures and objective summaries lessons, and students were very engaged." –Jill P.



"This is a great mix of interactive notebooks, independent reading, and teacher-modeled lessons. There were many different directions you could go depending on the makeup of the class." -Jessica R.



"My students loved this resource. I chose to use the suggested books (Chasing Lincoln's Killer for 6th and Brown Girl Dreaming for 7th), and my students were incredibly engaged with them. **The concepts taught in each lesson are incredibly important for students to understand, and I found that this resource broke them down so that all of my students could understand them.** I can't wait to use this again this year!" –Sydney G.



"I am a former public school teacher turned homeschool teacher and I run my own novel studies outside of any box curriculum. **This resource was very creative, my students loved the interactive notebook, and we really enjoyed the book choices.** I would purchase more resources from The Hungry Teacher in the future!" –Kristen G.



"I love using this resource. I struggle with nonfiction and this was very easy to use and engaging." –Courtney L.

digital version

DIRECTIONS FOR USING

1. Click on the link
2. Sign into your Google account
3. Go to "File" in the top left corner
4. Select "Make a copy"

common core standard alignment: sixth grade READING STANDARDS

6.R.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

common core standard alignment: seventh grade READING STANDARDS

common core standard alignment: eighth grade READING STANDARDS

8.R.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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6	3	Application: The Mary Celeste Close Read

Dear ELA Teacher,
Thank you for downloading the *Unsolved Mysteries Nonfiction Reading & Writing Unit*. This unit is designed to spark curiosity and critical thinking as students explore real-life mysteries while strengthening nonfiction reading and argumentative writing skills. It's ideal for grades 6-8 and fully adaptable for your classroom's time, tech, and teaching style.

[Overview of the Unit Structure](#)
This 6-lesson unit guides students through close reading, analysis, and argument

Lesson	Duration	Lesson Overview
1	1 Day	Introduction: Students are introduced to the concept of <i>unsolved mysteries</i> and review essential nonfiction reading skills (inference, central idea, text evidence, reasoning, and conflicting information). Using vocabulary notes and discussion, students learn how these skills will help them analyze mysteries critically. Teachers can spark curiosity by showing short video clips or discussing famous mysteries before moving into guided notes and class discussion.
2	1 Day	Close Read #1: Students closely read an informational text on the Dyallov Pass Incident. Through multiple reads, they practice annotation skills: numbering paragraphs, identifying unknown words, highlighting main ideas, and marking evidence. Students answer text-dependent questions and begin forming theories, modeling how strong reading skills support critical thinking.
3	1 Day	Close Read #2: Students tackle a second unsolved mystery: the ghost ship <i>Mary Celeste</i> . After a guided first read, they independently or collaboratively annotate the passage and identify key details. Students respond to comprehension and analysis questions, citing evidence and refining their ability to distinguish between relevant and irrelevant information. This lesson reinforces consistency across multiple nonfiction texts while increasing independence.
4	1 Day	Close Read #3: Students read about the infamous hijacking case of D.B. Cooper. They analyze central ideas, evaluate evidence, and consider conflicting information across multiple theories. Discussion or partner work encourages them to compare this case with the prior mysteries, noticing patterns in how authors present evidence and build speculation. By the end, students experience three examples of nonfiction mystery analysis.
5	1 Day	Outlining: Students select one of the three mysteries to focus on for their argumentative writing piece. Using structured graphic organizers, they craft a claim (their theory of what happened) and identify supporting evidence from the text(s). Teachers can model how to convert notes into a clear outline with topic sentences, evidence, and reasoning. This step ensures students have a strong foundation before drafting their essays.
6	1-2 Days	Writing: Students draft a full argumentative essay presenting their theory of what happened in their chosen mystery. They integrate evidence from the text(s), explain their reasoning, and address counterclaims if appropriate. Teachers can conference with students, provide sentence frames or writing checklists, and emphasize sound reasoning over speculation. By the end, students have a polished essay that blends critical reading skills with evidence-based writing.

STEP-BY-STEP TEACHER LESSON PLANS

Includes lesson plans, lesson materials, full-size reference materials, and graphic organizers.

INTRODUCTION: UNSOLVED MYSTERIES

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing:	• W.1	• W.1	• W.1
Informational:	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10
Learning Targets	1. I can identify a clear claim or thesis statement for my argument and support it with relevant evidence and reasoning.	2. I can organize my argument in a logical and coherent manner, including structuring my writing with an introduction, body paragraphs, and a conclusion, as well as using effective transitions between ideas.	3. I can analyze the text to identify the author's purpose and point of view.

APPLICATION: DYALLOV PASS CLOSE READ

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing:	• W.1	• W.1	• W.1
Informational:	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10

APPLICATION: THE MARY CELESTE CLOSE READ

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing:	• W.1	• W.1	• W.1
Informational:	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10

Lesson THREE

EXTENDED APPLICATION: PLANNING YOUR ARGUMENTATIVE ESSAY

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing:	• W.1	• W.1	• W.1
Informational:	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10

Lesson FIVE

APPLICATION: D. B. COOPER

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing:	• W.1	• W.1	• W.1
Informational:	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10

Learning Targets
1. I can identify a clear claim or thesis statement for my argument and support it with relevant evidence and reasoning.
2. I can use text evidence to support my argument.
3. I can analyze the text to identify the author's purpose and point of view.

Preparation
1. Download Lesson 4 slides for presentation
2. Determine if students need additional support
3. Independent work time

Note:
Since this is a long lesson, encourage students to take a short break after the first one to rest of the brain.

Preview Video
• Decide if you want to show the video or not.

Digital Prep
1. Assign digital version to students in Google Classroom
• The digital version is all one file, so you'll just need to assign it once at the start of the unit and instruct students on which lesson they'll be completing each day.

Learning Period
1. Start class by having students share their theories about which mystery they are most interested in.
2. Remind them again to develop a theory about what happened from the text.
3. Independently or with a partner, have students write about which mystery they start writing.
4. Before you start writing, have students understand what they are writing about.

Closing
1. Today's lesson may take two days. If you have time, have students start a second day or instruct them to complete it on their own.
2. When finished, have students review their essays using the rubric, self-assessing before turning them in.

ANALYSIS: WRITING YOUR ARGUMENTATIVE ESSAY

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing:	• W.1	• W.1	• W.1
Informational:	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	• RI.1, RI.2, RI.3, RI.7, RI.8, RI.10

Learning Targets
1. I can identify a clear claim or thesis statement for my argument and support it with relevant evidence and reasoning.
2. I can organize my argument in a logical and coherent manner, including structuring my writing with an introduction, body paragraphs, and a conclusion, as well as using effective transitions between ideas.

Preparation
1. Download Lesson Six slides for presentation

Digital Prep
1. Assign digital version to students in Google Classroom
• The digital version is all one file, so you'll just need to assign it once at the start of the unit and instruct students on which lesson they'll be completing each day.

Learning Period
1. Tell students that, today, they will be writing their argumentative essays.
2. Have them take out their completed essay outlines.
3. Display the Lesson Six slides.
4. Walk students through the process of turning their outlines into completed essays.
5. Instruct them to spend the remainder of the class writing their paragraph essay to argue their theory.

Closing
1. Today's lesson may take two days. If you have time, have students start a second day or instruct them to complete it on their own.
2. When finished, have students review their essays using the rubric, self-assessing before turning them in.

Lesson SIX

PRINT AND DIGITAL

LESSON PRESENTATIONS

PDF and Google Slides lesson presentations for every lesson to display for students while taking notes or learning how to cite text evidence.

NONFICTION READING SKILLS AND MYSTERIES...

What nonfiction is

WHAT IS AN INFERENCE?

A guess or conclusion
made from clues in the text, even if

WHAT IS THE CENTRAL IDEA?

The central idea
is essential and important

WHAT IS TEXT EVIDENCE?

WHAT IS RELEVANT TEXT EVIDENCE?

On-topic evidence/support that
• Facts: Verified information
• Authoritative opinion: Testimony
on the topic

from a text (like a
whole text, or passage) that

RELEVANT VS. IRRELEVANT

- Personal anecdotes
unrelated to the main

WHAT IS SOUND REASONING?

Reasons provided are
logical and **explicit**
text evidence provided

Example: With unsolved mysteries
into conspiracy theories or explanations
quite connect the dots. We want to
focus on reasoning that is logical

WHAT IS CONFLICTING INFORMATION?

When **two or more** sources
provide information or
make statements that
contradict each other.

Example: When analyzing our unsolved mystery sources, we
need to consider that the authors may have different
information about the facts themselves, or their backgrounds
may influence their interpretations. The personal opinions of the
authors sometime show the greatest impact of all on how a text is
interpreted.

6th 8th GRADE nonfiction reading skills
UN SOLVED MYSTERIES

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UN SOLVED MYSTERIES

lesson six

AN EXAMPLE OF LESSON ONE'S SLIDES

THINK-PAIR-SHARE

SHAPE OUT

REMINDER: THIS WEEK

UNRAVELING THE MARY CELESTE

UNRAVELING THE MARY CELESTE

Celeste Sets Sail

The Voyage Begins: A Routine Journey Across the Atlantic

UNRAVELING THE MARY CELESTE

THE MARY CELESTE

Source: The Mary Celeste Adrift

The Ghost Ship: A Mystery

As they boarded the Mary Celeste

UNRAVELING THE MARY CELESTE

Theories and Speculations: Unraveling the Mystery

UNRAVELING THE MARY CELESTE

opened to the crew of the Mary Celeste?

Theories and Speculations: Unraveling the Mystery

Another theory speculates that the crew may have been attacked by pirates or foul play. However, there were no signs of piracy or foul play.

UNRAVELING THE MARY CELESTE

Theories and Speculations: Unraveling the Mystery

UNRAVELING THE MARY CELESTE

The Enduring Mystery: Legacy of the Mary Celeste

CLOSE READ INSTRUCTIONS

First Read: Cold read to understand the story

Second Read:

1. Number the paragraphs
2. Underline unknown words
3. Highlight important ideas and quotes
4. Make connections in the margins or comments

Third Read: Answer the questions

UNRAVELING THE MARY CELESTE

Enigma of the Mary Celeste

The Mary Celeste remains one of the great mysteries of all time. Despite numerous theories and speculations, the fate of the crew and the abandonment of the ship remain unknown.

The Mary Celeste continues to captivate our imaginations, reminding us of the enduring power of mystery and the allure of the sea. As long as the abandoned ship remains unsolved, it will haunt our imaginations and spark our curiosity.

Page 9/9

UNRAVELING THE MARY CELESTE

1. UNRAVELING THE MARY CELESTE

Author

UNRAVELING THE MARY CELESTE

3. How

UNRAVELING THE MARY CELESTE

UNRAVELING THE MARY CELESTE

5. A

UNRAVELING THE MARY CELESTE

6. How does the article

UNRAVELING THE MARY CELESTE

7. How

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8. How does the article

UNRAVELING THE MARY CELESTE

the Mary

9. Based

present

what

theory o

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the crew

UNRAVELING THE MARY CELESTE

10. How does the article present conflicting information or theories about the fate of the Mary Celeste's crew? (RI.9)

example of lesson plan + resources

Closing

- Discuss answers as a class to the close read questions.
- Tease tomorrow's reading about DB Cooper:
 - Put on Sunglasses as students leave class.
 - Play one of these songs:
 - <https://www.youtube.com/watch?v=2EY6aMNIue8>
 - <https://www.youtube.com/watch?v=ewRiZoRtuQY>

Learning Period

- Display the Lesson Three slides.
- Have students do a think-pair-share to review things they learned yesterday from their close read.
- Ask students to share out some of the theories they wrote about what happened.
- Review this week's overall assignment of writing an argumentative response where students will make a theory based off one of the unsolved mysteries.
- Emphasize that we will be reading three different readings this week.

APPLICATION: THE MARY CELESTE CLOSE READ

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Writing: • W.1 Informational: • RI.1, RI.2, RI.3, RI.7, RI.8, RI.10	Writing: • W.1 Informational: • RI.1, RI.2, RI.8, RI.10	Writing: • W.1 Informational: • RI.1, RI.2, RI.8, RI.9, RI.10	

Learning Targets

- I can identify key details and ideas in the close-read passage.
- I can use text evidence to support my answers.
- I can analyze the text critically.

Preparation

- Download Lesson Three slides for presentation
- Determine how you will complete the close read with students:
 - Read once together, then independent or partner work
 - Partner work
 - Independent work

Note: Since we are doing three of these close-reads, I encourage a scaffolded approach by completing most of this first one together and then gradually releasing throughout the rest of the week.
- Preview Video: https://www.youtube.com/watch?v=btbS4_qId5Q
 - Decide based on your class if showing this at the start or the end would be more effective. Some classes might see it as motivation to read more, others as not having to complete the work. Use your best judgement.

Digital Prep

- Assign digital version to students in Google Classroom
 - The digital version is all one file, so you'll just need to assign it once at the start of the unit and instruct students on which lesson they'll be completing each day.

NONFICTION SKILLS: THE MARY CELESTE CLOSE READ

UNRAVELING THE MARY CELESTE: A CLOSE EXPLORATION OF HISTORY'S GREATEST MARITIME PUZZLE BY MISHELE BARNETT

Instructions for Close Reading:

First Read: Cold read to understand the story

- Number the paragraphs
- Underline unknown words
- Highlight important ideas and quotes

The Ghost Ship: A Mysterious Scene

As they boarded the Mary Celeste, they discovered that the ship was completely deserted. The sails were partially set, indicating that the crew had not abandoned the ship due to a storm. No other apparent damage was present either. The cargo of alcohol was still intact, ruling out the possibility of piracy. There were six months' worth of food and water stored and the personal belongings of the captain's family and crew were all still present.

NONFICTION SKILLS: THE MARY CELESTE CLOSE READ

When the ship was discovered there were several feet of water below decks but the ship was still very much seaworthy. It was discovered, however, that one of the bilge pumps seemed to be malfunctioning and was taken apart. It's theorized that the Captain may have made an inappropriate call to abandon ship. However, this still leaves many questions unanswered, such as why the crew would leave the safety of the ship and risk their 10 lives in a small lifeboat. Additionally, Captain Briggs and his crew were very skilled sailors, they should have been able to clearly determine that the ship was still seaworthy, despite taking on some water. No one knows why he may have that call.

The Enduring Mystery: Legacy of the Mary Celeste

Despite numerous investigations and theories, the mystery of the Mary Celeste remains unsolved to this day. The story of the abandoned ship has captured the imaginations of people around the world, inspiring countless books, movies, and documentaries.

One of the reasons the Mary Celeste mystery endures is its eerie and atmospheric setting. The desolate expanse of the open sea, the creaking of the ship's timbers, and the howling of the wind—all contribute to the sense of mystery and intrigue surrounding the story.

In addition to its compelling setting, the Mary Celeste mystery also raises profound questions about the nature of human existence and the unknown. What happened to the crew of the Mary Celeste? Did they meet with foul play, or did they simply vanish into the vastness of the sea?

The Eternal Enigma of the Mary Celeste

In conclusion, the Mary Celeste remains one of the greatest maritime mysteries of all time. Despite numerous investigations and theories, the fate of the crew and the reason for their abandonment of the ship remain unknown.

The mystery of the Mary Celeste continues to captivate and mystify us, reminding us of the enduring power of the unsolved mysteries and the allure of the sea. As long as the story of the abandoned ship remains unsolved, it will continue to haunt our imaginations and spark our curiosity.

teacher key

NONFICTION SKILLS: THE MARY CELESTE CLOSE READ

Answer the following questions using text evidence from the story.

- According to the article, what were some of the eerie details found on the Mary Celeste when it was discovered adrift? (RI.1)

teacher key

NONFICTION SKILLS: THE MARY CELESTE CLOSE READ

Answer the following questions using text evidence from the story.

- How does the author suggest the crew of the Mary Celeste may have disappeared, based on evidence from the text? (RI.3)

teacher key

NONFICTION SKILLS: THE MARY CELESTE CLOSE READ

Answer the following questions using text evidence from the story.

- How does the author suggest the crew of the Mary Celeste may have disappeared, based on evidence from the text? (RI.3)

teacher key

NONFICTION SKILLS: THE MARY CELESTE CLOSE READ

Answer the following questions using text evidence from the story.

- How does the author suggest the crew of the Mary Celeste may have disappeared, based on evidence from the text? (RI.3)

UNRAVELING THE MARY CELESTE

The Mary Celeste Sets Sail

Imagine sailing on the Mary Celeste, the salty breeze on your face, the sun on your skin, and the crew's skill to theorize about what happened to the ship.

CLOSE READ INSTRUCTIONS

First Read: Cold read to understand the story

Second Read:

- Number the paragraphs
- Underline unknown words
- Highlight important ideas and quotes
- Make connections in the margins or comments

Third Read: Answer the questions

Each lesson plan has a section for the standards, objective, prep, digital prep, a learning period, a writing conference section, and closing. It also includes any student materials.

The lesson's teaching slides have everything you need to teach the lesson: teaching slides, examples, and concept break downs.

CENTRAL

KEY CONCEPTS

The of _____ In nonfiction, the key individuals are the subject of the story. How does the author _____

NONFICTION PURPOSE

NONFICTION TEXT STRUCTURES

Provides details or characteristics of a topic and paints a mental _____

NONFICTION TEXT FEATURES

TEXT FEATURE	EXAMPLE	DEFINITION
CHARTS/GRAPHS	_____	organizes and helps _____

NONFICTION TEXT FEATURES

TEXT FEATURE	EXAMPLE	DEFINITION
TITLES AND SUBTITLES	_____	the name of a book, _____

PRIMARY sources

A description of an event that comes from someone who was there to see or experience it.

PRIMARY SOURCE	EXAMPLE	DEFINITION
DIARY/JOURNAL	Anne Frank: <i>Diary of a Young Girl</i>	A book in which one keeps a daily record of events and experiences.

SECONDARY sources

A description of an event based on research; given by someone who was NOT actually there to see the event occur.

SECONDARY SOURCE	EXAMPLE	DEFINITION
BIOGRAPHY	Chasing Lincoln's Killer by James L. Swanson	An account of someone's life written by someone else.

OBJECTIVE WRITING

SUMMARY STEP	
STATE IT	Name _____ or type _____
ASSIGN	The name _____ the purpose _____
ACTION	Use a verb _____ article _____
COMPLETE THE SENTENCE	Use your text: Key _____ key information _____
DETAIL	Use your detail _____ and idea _____

Example: In the article, "Al Capone: The Original Gangster," Cahill describes Al Capone's life as a notorious killer and bootlegger. In the beginning of his life Capone started small with illegal alcohol production and selling. After being sent to Florida, Al Capone had already headed down a path of committing multiple murders alongside other relentless acts. His demise didn't come until he was arrested for tax evasion.

NONFICTION KEY CONCEPT

DEFINITION: central to concepts; words or phrases that will define. Some concepts are their role in _____

DELINEATE

DEFINITION: (something accuracy) _____

EVALUATE

DEFINITION: number, or _____

SOUND REASONING

DEFINITION: sure, or clearly simply reason follows some means logic _____

CONFLICTING INFORMATION

DEFINITION: information is contradictory that doesn't _____

INTERPRETATION

DEFINITION: meaning; a have under _____

REFINING

DEFINITION: small change; idea, theory accurate, _____

RHETORICAL APPEALS

RHETORICAL analysis

DEFINITION: A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong

Example: Alyssa wrote a paper, and her argument was that Martin Luther King was better at encouraging change during the Civil Rights Movement, than Malcolm X.

NONFICTION Reference NOTEBOOK

composition notebook

NAME: _____
SCHOOL: _____
GRADE: _____

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[illegible]

1. Tabbed mini-page in full-color
2. Tabbed mini-page in black and white
3. Non-tabbed mini-page in full-color
4. Non-tabbed mini-page in black and white
5. Full-page in full-color
6. Full-page black and white

digital student notebook and google slides included

NON FICTION READING COLLECTION ☆ 📁 📄 ⌚ 💬 📺 Slideshow

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1 **unsolved MYSTERIES**

2 **lesson one**

3 **NONFICTION SKILLS: UNSOLVED MYSTERIES** **Lesson ONE**

WORD	DEFINITION	EXAMPLE
Interference	background noise that makes it difficult to hear or understand something	background noise that makes it difficult to hear or understand something
Conclude	to reach a decision or opinion after considering all the evidence	to reach a decision or opinion after considering all the evidence
Text Evidence	information from a text that is used to support an answer or conclusion	information from a text that is used to support an answer or conclusion

4 **NONFICTION SKILLS: UNSOLVED MYSTERIES** **Lesson ONE**

WORD	DEFINITION	EXAMPLE
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NONFICTION SKILLS: THE MARY CELESTE CLOSE READ **lesson THREE**

Answer the following questions using text evidence from the story.

1. According to the article, what were some of the eerie details found on the Mary Celeste when it was discovered adrift? (RI.1)
2. How does the author suggest the crew of the Mary Celeste may have disappeared, based on evidence from the text? (RI.3)
3. How does the author use details about the crew's skill to theorize about what happened? (RI.3)
4. How does the author suggest that the eerie setting of the Mary Celeste contributes to the enduring mystery of the ship's abandonment? (RI.3)
5. According to the article, why did the British brigantine Dei Gratia change course to intercept the Mary Celeste? Use explicit text evidence to support your answer. (RI.1)

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LESSON 2 📄 📏 🔍 🗑️ ▾ Background Layout Theme Transition

CLOSE READ INSTRUCTIONS

First Read: Cold read to understand the story

Second Read:

1. Number the paragraphs
2. Underline unknown words
3. Highlight important ideas and quotes
4. Make connections in the margins or comments

Third Read: Answer the questions

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LESSON 4 📄 📏 🔍 🗑️ ▾ Background Layout Theme Transition

THE MYSTERY OF D.B. COOPER

The Mystery of D.B. Cooper: The Man Wearing A Suit and Tie

Imagine the year is 1971. A man boards a flight from Portland, Oregon to Seattle, Washington, wearing a suit and tie. He's calm, collected, and seemingly ordinary. But little do the passengers and crew know, this man is about to become a legendary figure in the history of crime. His supposed name? D.B. Cooper. This mysterious individual hijacked a plane, extorted a ransom, and then vanished into thin air, leaving behind a trail of questions and speculation that continues to baffle the FBI and other professional investigators to this day.

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