It's all Greek to me!

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*Title/Role: Librarian*
*Organization/School Name: John Bassett Moore Intermediate and Clayton Intermediate Schools*
*Location: Delaware*

**Grade Level:** 6  
**Type of Lesson:** Lesson in a unit  
**Type of Schedule:** Fixed  
**Collaboration Continuum:** Moderate  
**Content Area:** Social studies  
**Content Topic:** Topics in Ancient Greece

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**Standards for the 21st-Century Learner**

**Skills Indicator(s):**
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
1.1.3 Develop and refine a range of questions to frame the search for new understanding.
2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

**Responsibilities Indicator(s):**
1.3.4 Contribute to the exchange of ideas within the learning community.

**Self-Assessment Strategies Indicator(s):**
1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
1.4.4 Seek appropriate help when it is needed.

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**Scenario:** This is a collaborative unit created by 6th grade teachers and the School Librarian. It is designed to enhance the learning from the curriculum topic on Ancient Greece. Grade 6 teachers will work together with the librarian to create a unit where content will be taught in the Social Studies classes, writing and notetaking skills will be done in Language Arts, and the Big-6 research component of Location and Access will be taught in the library. The Librarian will familiarize the students with reference and non-fiction sections of the library as well as indoctrinate them to the use of the on-line database system (UD/LibSearch-or other on-line database). Students will become familiar with the database and how to extract information from it to best meet the needs of their created questions and task definition.

**Overview:** Students will apply the research process in 3-4 class periods while in the library. They will have a choice of a variety of Ancient Greek related topics (as identified by their teacher and listed in the attachments). They will come to the library already having formulated questions of interest on their chosen topic and then seeking out answers using a variety of sources.

**Final Product:** Students’ final product will be a 2-3 page typed essay on their chosen Ancient Greek topic.
In addition, students will use resources to create a model/project to accompany their written work (for example Trojan Horse model, poster, diorama, etc). Students will work on creating a bibliography for this project as well. They will create the bibliography while working on location and access lessons in the library.

**Library Lesson:** Students will have formulated questions with their Social Studies teacher prior to coming into the library. Librarian will provide an overview of Location and Access step of Big-6. Students will determine which resources, from both reference books and on line database, will best meet their needs for research completion. Students must have at least 3 resources to use in their bibliography. Students will take notes on their questions as well as writing down any additional information that they learned on their topic. The librarian will demonstrate how to cite books and websites for students to use in their bibliography. Citation resources will be available from the librarian to further assist students with this process.

**Estimated Lesson Time:** 120 minutes

**Assessment**

**Product:** Teachers and librarian will assess student products related to cover page, quality of written work with respect to grammar, quality of written work with respect to information and accuracy, quality of bibliography section, and quality of supplemental model/project.

**Process:** Teachers and librarian will use group created rubric which focuses on writing mechanics, grammar and punctuation, proper citations within work, proper MLA format, and overall appearance.

**Student self-questioning:** Did I locate appropriate and accurate information to answer my questions? Did I gather enough information to support my thesis statement? Did I give proper credit to my resources? Did I use a variety of resources and acquire a variety of information? Was I able to use my time effectively to make my research its best?

**Instructional Plan**

**Resources students will use:**
- Dataset (ie. lists, tables, databases)
- Still image (i.e. paintings, drawings, plans, and maps)
- Moving Image (i.e. animations, movies, tv program, video)
- Text (books, letters, poems, newspapers, etc.)

**Resources instructor will use:**
- Projector
- Laptop

**Instruction/Activities**

**Direct instruction:** Teachers and librarian will meet with students to present the Ancient Greek Study Project. Rubrics will be presented and students and teachers will discuss step 1-task definition together recording key information on handouts and identifying any misconceptions. Prior to coming to library for their weekly fixed scheduled instruction, students will have prepared questions and determined where the best places to get access to the needed information. Students will choose a ancient Greek topic to
Modeling and guided practice: Using the laptop and projector, librarian will demonstrate use of online database (UD/LibSearch). Librarian will showcase a few sites within the entire database that will be helpful for students locate information that will be useful for their topics. Books on Greek topics and encyclopedias will have already been pulled for easier student access. Students will be reintroduced to the table of contents and index sections of books to better assist them with ease of locating information. Librarian and teacher will be on hand to assist during this period and help students who may be having difficulty accessing information. Librarian will also demonstrate MLA format and show students where to locate this information in book and database format.

Independent practice: Students will search for information to answer prior created questions. Additionally they may write information that they find interesting that will also be of use to their research. Students will use note cards and/or lined paper to write information (teacher’s preference). Students will take notes on resources so they can accurately complete their bibliography.

Sharing and reflecting: Students will be encouraged to find as much information as they can about their chosen topic. They will be given opportunities to share created questions with other students as needed. At the completion of the project, students will score their own piece against the rubric prior to turning in for a final teacher evaluation.

Have you taught this lesson before: Yes

Strategies for differentiation: This lesson can be easily adapted to meet the needs of special education students or others. More time may be needed for product completion as well as instruction in the use of databases. Several items may be adjusted depending, i.e. length of written assignment, number of resources, time extended for mastery, etc. Additionally rubric requirements could be adjusted and instead of student formulated questions, teacher driven questions with specific location of answers.
Topics:

Alexander the Great  Athens
Archimedes  Sparta
Aristotle  Parthenon
The Acropolis  Homer
The Peloponnesian Wars
Trojan War or The Iliad or The Odyssey
Pericles
Greek Architecture
Pythagoras
Women in Greece
Socrates
Greek art and literature
Greek Slavery
A Major Greek Myth
Greek Daily Life (Homes, Schools, Medicine)
One of the Twelve Olympians