

1. Ancient Greece v. Today Lesson Plan

2. Lesson Author: Ms. Hammond, current elementary education student in the Department of Education at the University of Montana Western.

3. Curriculum/Subject of Lesson:

This lesson is technology integrated into a social studies project. The students will create a glog that exemplifies what they have learned about Greek culture and how it effects the world today. Students will learn research skills and use new tools to work together and show what they have learned.

4. Grade Level of Lesson:

6th grade Social Studies

5. Lesson Duration:

4 50 minute library sessions

6. Lesson Materials/Resources:

Google drive- journal

Glogster.com

Reliable search engines

Computers with internet access

7. Lesson Overview/Rational:

6th grade students will learn about the culture of Ancient Greece and how it is still relevant today. To do this, they will use their research knowledge to collaboratively find information on the subjects. They will then demonstrate their knowledge using a glog. This will be finished with an evaluation of classmates work, and a reflection of their own work. The lesson is lined up with ISTE standards as well as Montana Common Core Standards for language arts. The students will use the Big6 process model to guide them in their inquiry.

8. Essential Questions/Focusing Questions of Lesson

How has Ancient Greek culture affected us today?

Why are the connections between an ancient culture and our society today important?

Students will learn the relevance that history has on us today and make connections from past to present. They will apply their findings by creating a multimedia glog. Then, they will evaluate how the project all connects.

9. Goals and Objectives:

- Students will research information from credible sources to build accurate ideas.
- Students will draw evidence from their research to apply a correct synthesis.
- Students will use their research synthesis to collaboratively create a multimedia presentation that explains their synthesis.
- Students will evaluate how their research has given them a greater understanding of global perspective.

11. A.-E. Standards:

International Society for Technology in Education Standards:

1. Creativity and innovation

- b. Create original works as a means of personal or group expression

2. Communication and collaboration

- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures

3. Research and information fluency

- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

4. Critical thinking, problem solving, and decision making

- b. Plan and manage activities to develop a solution or complete a project

6. Technology operations and concepts

- a. Understand and use technology systems

Montana Common Core Standards: Reading: Informational Text:

Research to Build and Present Knowledge

- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of Knowledge and Ideas

- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

12. Technology Used:

Students will need to use the internet for every step of this lesson. They will use reliable search engines to research their information. Then use the website glogster.com to complete their multimedia project.

13. A.-D. Collaboration:

For this lesson to be successful, the librarian and social studies teacher will have to collaborate. The lesson should be completed in the library after the students are nearing the end of a unit on Ancient Greece. The main goal of this lesson is to relate Ancient Greece to the present. Without a solid background on Ancient Greece, the lesson would easily become overwhelming.

The students will also need to collaborate to finish the lesson in the time allowed. They will be placed in predetermined pairs and split the work evenly throughout the project. This means that each student will be responsible for researching and creating the presentation. They will determine what roles each member gets.

14. Anticipatory Set/Object Based Learning (Lead-In):

The teacher would set up the room so that all technology was hidden. She would dress like an old fashioned teacher to peak interest. The teacher would then show a glog emphasizing the improvements of education over the years. She would ask these questions for whole group discussion:

Does history affect us today? Why or why not?

Why is it important to know what did not work back then? (improvement)

15. Process Model and Information and Technology Literacy Activities:

The students will use the Big6 process model to complete this research project.

1. Task Definition- Day 1

In social studies, the students have been learning about ancient Greek culture. At this stage the students will be asked: How has our society been influenced by ancient Greek culture?

Using this question as a guide, partners will research information in various medias to support their ideas. They will use this information to create a glog that explains the effect Ancient Greece has on our society.

They will identify 5 connections between the two cultures. It is up to the students to decide which connections are significant to them.

2. Information Seeking Strategies

To find the information need for this assignment, the partners will spend 10 minutes brainstorming connections after a quick search. Within the first class, they will find the 5 connections they find most interesting and begin their research. The students will also divvy up the work, to ensure each student gets to work on a topic interesting to them.

The students will discuss which of the familiar search engines they want use to obtain the information. They will then decide what variation of pictures, websites, articles, and videos they want to support their ideas. The class will have a whole group discussion on what makes a source reliable, in the cases of videos and websites.

3. Locate Sources- Day 2

As a whole group, the class will discuss what key words will turn up the best results for age relevant material. The teacher will as a student to use their search as an example and demonstrate the key words that would show the best results. At this time, the students would also review, as a class, the search engines that are reliable. The teacher will then give the students 10 minutes to work on searching key terms, before checking for their progress and answering questions.

4. Use of Information- Day 3

The teacher will review that each piece of information the students find needs to support a connection between Ancient Greece and today's society. The students will complete a graphic organizer that clearly relates their information of Greece to today. The students will also complete a independent journal that addresses: Why was this influence significant?

Would our culture be better today with or without it?

Why has this continued to be done until today?

5. Synthesis- Day 4

The teacher will give the students the prompt: Your school has decided to remove Ancient Greek culture from the curriculum and it is your job to defend it. How will you convince them that Ancient Greece is still relevant today?

The students will be asked to organize their findings in a glog that has multiple media sources, to create an intriguing presentation. The class will review the aspects of creating a glog, before starting the final steps of their project. Once they finish, the pairs will present their blog to each other.

6. Evaluation

After they present, students will complete a self-evaluation, using the same rubric they will be scored with. The students will also give peer evaluations (using kind words). Students will then right a journal reflecting on the process of their projects.

17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set):

The class will have a whole group discussion on the importance of history, including these questions:

Is history still relevant to us? Why?

Why did your connections last thousands of years?

What do you think would happen if we did not learn about history of other cultures?

18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:

The students will be evaluated with the checklist below:

Criteria	Points	Grade
Presentation design	5 points	
Evidence supports synthesis	10 points	
Multiple media is used	10 points	
Student worked with partner	15 points	
Student completed evaluation	15 points	
Sources are credible	15 points	
	Total:	/60

19. Connection to Other Curricular Areas: see above Curriculum/Subject of Lesson

20. Adapted Learning:

1. Multiple Intelligences: Gardner

- Visual- students will build their spatial intelligences while designing the glog.
- Verbal/ linguistic- students will build this intelligences while presenting their glogs and writing their journal entries.
- Interpersonal- students will use this intelligence while presenting the glog and working with their partners.
- Intrapersonal- students will reflect during the discussion and journal sections of this lesson.
- Logical- students will use this intelligence when supporting their connections through evidence.

2. Race/Culture/ethnicity Considerations

- The main focus of this lesson is learning about other cultures and their importance on our society. This promotes a more open perspective to all different cultures.

3. Adaptations (For Students with Learning Disabilities)

- Depending on the disability, the student will be partnered with a more capable and patient student.
- If needed, they will be given more time to complete the assignment.

- The work load will be adapted to be less for the student with a disability
- All areas of the student's IEP will be followed.
- The teacher will have daily checks with the students to check progress.

4. Extensions (For Gifted Students)

- Gifted students will be working towards leveled up content standards.
- They will be given the opportunity to add more connections to their glog.
- They will be encouraged to find articles and websites that match their ability level.

21. Works Cited/ Resources:

<http://kelsey0222.edu.glogster.com/greece/>

Works Cited

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