**Ancient Greek Mythology Research Unit**

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For EDU 3800



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**Ancient Greek Mythology Research Unit**

**Mrs. Smith’s 9th Grade English**

This unit is a collaborative unit taught by the media specialist and your English teacher. This is a research unit which will introduce you to Ancient Greek Mythology. The purpose of learning about this topic is to give you background knowledge for when you read the Odyssey, which is an Ancient Greek Epic Poem containing many references to mythology. In researching Ancient Greece you should make sure to look for information on Zeus, Hades, Poseidon, Hermes, Aphrodite, Athena, and Apollo. Look at the other gods as well, but these are the most important.

To complete this project you will work in groups of three. Each student is expected to complete their own research and come up with 7 sources on their own. Once the research has been completed, you will begin creating a game as a group. As you conduct your research you will complete a daily reflection log. This should talk about what you learned, what you had a hard time with, and what seemed to be easy. This should also help you to keep track of the progress of your research. At the end of this unit you will have created a game. There will be a test in the middle of this unit to assess what you have learned about researching. I have included below a calendar with each day’s topic and a checklist of work that will be turned in throughout the unit.

**Unit Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Introduction to Unit | Learning about the different search screens. | Boolean Searching | Searching the Library Catalog for Books | Searching Library Databases |
| Searching the Internet | Evaluating Web Sources | APA Bibliography | Using Sources | In-Text Citations |
| Test Day | Write Game Cards | Revise Game Cards | Finish Working on your Game | Wrap Up/ Presentation |

**Checklist**

\_\_\_ Complete Search Screen Worksheet

\_\_\_ Complete Boolean Searching Worksheet

\_\_\_ Have 2 library books

\_\_\_ Have 3 articles from the databases

\_\_\_ Complete Web Quest Worksheet

\_\_\_ Have 2 reliable websites

\_\_\_ Turn in Bibliography

\_\_\_ Revise Bibliography

\_\_\_ Turn in List of Paraphrases, Quotes, and Summaries

\_\_\_ Revise List of Paraphrases, Quotes, and Summaries

\_\_\_ Turn in Game Cards

\_\_\_ Revise Game Cards

\_\_\_ Complete Information Literacy Test (26 points)

\_\_\_ Turn in completed game board, game cards, and paper explaining game. (20 points)

\_\_\_ Turn in revised Bibliography (15 points)

\_\_\_ Turn in Reflection Log (5 points)

Total Points Possible: 66

**Standards Addressed by this Unit**

**Minnesota Content Area Standards:**

1. Language Arts (LA): Speaking, Listening, and Viewing: Research: The student will locate and use information in reference materials.
2. Language Arts: Speaking, Listening, and Viewing: Media Literacy: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

**MEMO Information Literacy Standards:**

1. Inquiry, Research, and Problem Solving: The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations: II .Gather: B. Access information from organizations within and outside of the school or local community environment.
2. Inquiry, Research, and Problem Solving: The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations: II .Gather: C. Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.
3. Inquiry, Research, and Problem Solving: The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations: IV. Communicate: B. Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.
4. Inquiry, Research, and Problem Solving: The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations: II .Gather: E. Record information using a variety of methods.
5. Inquiry, Research, and Problem Solving: The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations: V. Evaluate: A. Evaluate the product and the process.

**Unit Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Content Topic | Objective(s) | Activity(ies)/Strategy(ies) | Formative Assessment(s) | Summative Assessment(s) |
| Introduction of Unit | 1. Students will be able to list ideas for games. | * Go over media center rules, policies, and procedures. * Introduce the topic and the different activities and assessments included in the unit (syllabus). * Put students into groups[[1]](#footnote-1) * Allow students some time to brainstorm game ideas in their groups, and share with class. | - List of Game Ideas  - Reflection Log | -Game |
| Search Screens | 2. Students will be able to identify the different parts of a search screen. *(MEMO 1)*  3. Students will be able to identify different parts of a catalog record.*(MEMO 1)*  *Bloom’s Level: Remembering.* | * I/We/You lesson. Showing students the parts of a few search screens and then asking them to identify them on their own. The “you do” part will consist of a worksheet with screenshots of the various search screens asking students to label and explain parts. | - Fill out worksheet correctly.  -Reflection Log | -Test Questions |
| Boolean Searching | 4. Students will be able to explain simple Boolean search terms. *(MEMO 1)*  *Bloom’s Level: Understanding* | * Class will go through a slightly adapted version of [*Use Boolean search terms to shorten web searches.*](http://www.educationworld.com/a_tsl/archives/01-1/lesson0012.shtml) * Students will view the [Boolean Machine](http://kathyschrock.net/rbs3k/boolean/original/) * With any remaining time students will practice Boolean searching in Google. | -Reflection Log  - Internet Searching | - Test Questions |
| Library Catalog Search | 5. Students will be able to search the library catalog to find at least 2 books about Ancient Greek religion/ mythology. *(MEMO 1, LA 1)*  *Bloom’s Level: Application* | * Go over library layout (which books are found in which sections) * Go over check out procedures. * Go over information students will need to gather from sources in order to cite it[[2]](#footnote-2). * Students will use the information they learned about the search screens on the previous day to search for books. * Students will use the call numbers from the catalog to find the books on the shelves. | -Reflection Log  - Students will find at least 2 books and check them out, or cite them. | - Test Questions.  - Bibliography[[3]](#footnote-3). |
| Searching Library Databases | 6. Students will be able to use EBSCO and InfoTrac databases to find at least 3 articles about Ancient Greek religion/ mythology. *(MEMO 1, LA 1) Bloom’s Level: Application* | * Quickly go over how to bookmark articles and websites. * Students will receive a brochure on the various databases offered by the school media center[[4]](#footnote-4). * Students will complete a Comparing activity[[5]](#footnote-5) for these databases. * Students will finish by searching the databases to find at least 3 relevant articles. | -Reflection Log  - Students will print out, bookmark, or cite 3 articles. | - Summary of  Comparing Activity  - Test Questions  - Bibliography |
| Internet Searching | 7. Students will be able to use basic and advanced searches in Google and Bing to find at least 5 websites about Ancient Greek religion/ mythology. *(MEMO 1, LA 1) Bloom’s Level: Application* | * I/We/You lesson. Introducing students to Google and Bing and the advanced search options in each. Will include this PowerPoint: [*Advanced Google Searching.*](http://tinyurl.com/2e6e5s4) * Students will then perform searches to find at least five websites about Ancient Greek Mythology | -Reflection Log  - Students will bookmark 5 websites. | - Test Questions |
| Evaluating Websites | 8. Students will be able to evaluate websites for bias, accuracy, relevance, completeness, and purpose.  *(MEMO 2, LA 2)*  *Bloom’s Level: Evaluating* | * Students will complete the [webquest](file:///F:\Education%20Class\Lesson%20Plans\Webquest\Webquest.docx) for evaluating websites. * Students will then evaluate the websites bookmarked on the previous day and choose two from these that are reliable. If more are reliable, they may use them as well. * If none of their bookmarked sites are reliable, students should search for more until they have 2 good websites. | -[Webquest Worksheet](file:///F:\Education%20Class\Lesson%20Plans\Webquest\Evaluating%20Websites%20Worksheet.docx)  -Reflection Log  -Classroom discussion.  - Choice of 2 websites printed, bookmarked, or cited. | - Test Questions  - Bibliography |
| APA Bibliography | 9. Students will be able to use APA format to create a bibliography for sources used. *(MEMO 4)*  *Bloom’s Level: Application* | * I/We/You lesson plan practicing APA citations. Using the [APA style guide](http://libguides.css.edu/APA6thEd) Scholastica’s Library offers * Students will use this style guide to create a bibliography[[6]](#footnote-6) for the sources they have compiled thus far. * Students should turn a copy of this bibliography in at the beginning of the next class period. | -Reflection Log  - Bibliography[[7]](#footnote-7) | -Bibliography |
| Using Sources | 10. Students will be able to paraphrase, use quotes, and summarize. *(MEMO 4)*  *Bloom’s Level: Understanding* | * Students will complete the Teacher’s Domain activity[[8]](#footnote-8) for paraphrasing. * Continue with I/We/You lesson for summarizing and quoting. * I will ask students to make a list of at least 2 quotes, 3 paraphrases, and 2 summaries[[9]](#footnote-9) each from a different source * Students will need to mark these in some way to remember which source they came from | -Reflection Log  - List of quotes, paraphrases, and summaries. | - Game Cards |
| In-text Citations | 11. Students will be able to cite sources properly in text using APA format. *(MEMO 4)*  *Bloom’s Level: Application* | * I/We/You lesson for In-text citations using the [APA style guide](http://libguides.css.edu/APA6thEd) from CSS. * Students will go through their paraphrases, quotes, and summaries from the previous day and create the proper in text citations for each one. * Students will turn this list of paraphrases with the citations in for review. | -Reflection Log  - List of quotes, paraphrases, and summaries. | -Game Cards |
| Test Day | Summative Assessment of Research Skills  12. Students will be able to use the writing process to create game cards expressing the information they have gathered about Greek Mythology. *(MEMO 3)*  *Bloom’s Level: Creating* | * Students will complete a test on the Information Literacy Skills they have learned so far. This will count towards their final grade. * Students will use the remainder of the time to work on writing out their game cards[[10]](#footnote-10) in a list in Microsoft Word. | -Reflection Log  - Game Card Document | - Information Literacy Test  - Game Cards |
| Create Game Cards | 12. Students will be able to use the writing process to create game cards expressing the information they have gathered about Greek Mythology. (continued) *(MEMO 3) Bloom’s Level: Creating* | * Students will continue to work on writing their game cards with their group. * Students should create a total of 50 cards per group * If they finish writing game cards, students may work on writing their paper, or creating their game board. | -Reflection Log  - Game Card Document | - Game Cards |
| Revise Game Cards | 13. Students will be able to seek feedback and revise their writing. *(MEMO 5)*  *Bloom’s Level: Evaluating* | * Each group will be paired with another group. * The groups will then swap game card documents. * The groups will evaluate each other’s game cards. * Once the game cards are returned students will revise them and turn them into the teacher to be checked off. * Students will make any further revisions, and begin transferring their cards from their Word document to actual game cards. | -Reflection Log  - Game Card Document | - Game Cards |
| Finish Making Game | 14. Students will be able to create a board game or card game displaying the information they have learned from their research. *(MEMO 3)*  15. Students will be able to write a brief paper explaining the rules of the game, and how they came up with the idea for their game. *(MEMO 3)*  *Bloom’s Level: Creating* | * Students will use this class period to create their game boards and game pieces, and to transfer their game card statements from the word processor to actual game cards. * Students will also use this time to write out a short paper about how they came up with the idea for their game and explaining the games rules. * Everything should be completed before the next class period whether it is completed in class or as homework. | -Reflection Log | - Game Cards  -Game Board  -Game Explanation Paper |
| Wrap Up/ Presentation | 16. Students will be able to present new information through speaking. *(MEMO 3)*  *Bloom’s Level: Creating* | * Students will briefly present their games to the class. * Students will be allowed to play each other’s games until the last 10 minutes of class. * During the last 10 minutes of class groups will gather their game materials, explanatory paper, and their individual bibliographies to be turned in and graded. * All materials should be turned in before the students leave. |  | - Presentation  - Game Cards  -Game Board  -Game Explanation Paper |

**Materials Needed**

**Books**

-The library will need to have books on Greek Mythology for students to check out.

-Reference Books

- Non-fiction Books

**Videos**

- The library should have videos about Greek Mythology available for students to check out.

- Teacher Domain Activity Video from YouTube: [http://www.youtube.com/watch?v=WP\_NeirFIkM](http://www.youtube.com/watch?v=WP_NeirFIkM%20)

**Hardware**

-Speakers/headphones on the computer for viewing the Teacher Domain Video.

-Computers

-Printers

**Websites**

-Media Center Website🡪 Library Catalog

-Google

-Bing

- APA Style Guide

**Databases**

-EBSCO Databases

-InfoTrac Databases

**Software**

-Microsoft Word or another word processing program

**Worksheets**

-Search Screen Worksheet

-Boolean Searching Worksheet

-Web quest Worksheet

**Assessments**

**Notes on Grading**

The final grades students receive for this project will be based on the test, their game and the paper explaining it, their individual bibliographies, and any worksheets that are graded. Students will be graded on their test according to the key which goes with it. The game and the paper that explain will be graded according to the rubric I turned in previously. Their bibliography will need to be in APA format and include at least 2 books, 3 articles, and 2 reliable websites. Their classroom teacher and I will grade the students. I have included below the test, test key, rubric for the game, and rubric for the bibliography. 5 points will be given for completed reflection logs.

**Information Literacy Test**

**26 points total**

**True/ False:**

*Mark whether each of the statements is true or false. 1pt each.*

1. Google allows you to search for items by format, such as PowerPoint or Word Documents. \_\_\_\_\_\_\_\_\_\_
2. EBSCO databases allow you to search by publication year. \_\_\_\_\_\_\_\_\_\_\_
3. In order for the library catalog to find what you are looking for you must spell your search term correctly. \_\_\_\_\_\_\_\_\_\_\_
4. The InfoTrac database can be searched using subject headings. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Boolean searching can be done in library catalog. \_\_\_\_\_\_\_\_\_\_\_

**Multiple Choice:**

*For each of the following questions, select the correct response. 1pt each.*

1. Boolean search terms for not include which of the following?
   1. no
   2. not
   3. Not
   4. NOT
2. When searching the library catalog, which of the following searches can you perform?
   1. Publication Year
   2. Genre
   3. Publisher
   4. Author
3. To perform a title search using “Greek mythology” in Google, you would type which of the following into the search box?
   1. “Greek mythology”
   2. title= Greek mythology
   3. TITLE: Greek mythology
   4. intitle: Greek mythology

**Matching:**

*For each of the examples in the left column, select the correct term from the right column.1pt each.*

1. \_\_\_ “The mission of our website is make people aware a. Accuracy

of tobacco’s effects.” b. Bias

2. \_\_\_ “Ancient Greek mythology shouldn’t be c. Completeness

taught because it corrupts children!” d. Purpose

3. \_\_\_ “Ancient Greek mythology… copyright 2010” e. Relevance

4. \_\_\_ “Zeus was the storm god. He killed his father.” f. Authority

5. \_\_\_”This page lists all Greek gods and goddesses

how they came to be, and what they were the

god/goddess of.”

**Fill in the Blank:**

*For each of the following, fill in the correct answer. 1pt each.*

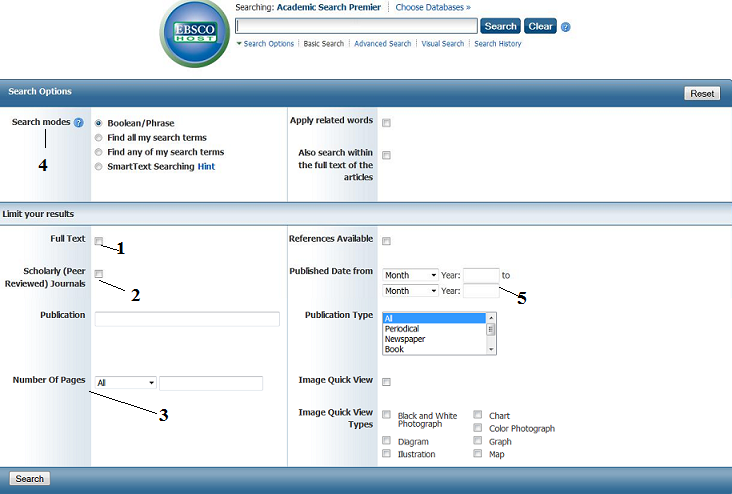
1. If you do not type in any Boolean terms in Google, it automatically uses the \_\_\_\_\_\_ search.

2. When searching the InfoTrac database you use a \_\_\_\_\_\_\_\_\_\_ search.

3. The library catalog uses \_\_\_\_\_\_\_\_ subject headings.

**Short Answer**

*Write a short explanation of each of the numbered parts of the search screen below. 1pt each.*

**

1.

2.

3.

4. *Explain three of the modes.*

5.

**Essay:**

*Answer the following question as fully as possible in paragraph form. 5pts.*

Explain what bias is, how it affects the information a source contains, and how to identify it. Give at least two examples of bias.

**Information Literacy Test Key**

**26 Points Total**

**True/ False:**

*Mark whether each of the statements is true or false. 1pt each.*

1. Google allows you to search for items by format, such as PowerPoint or Word Documents.  *True . (Obj. 7)*
2. EBSCO databases allow you to search by publication year.  *True . (Obj. 6)*
3. In order for the library catalog to find what you are looking for you must spell your search term correctly.  *True . (Obj. 5)*
4. The InfoTrac database can be searched using subject headings.  *False . (Obj. 6)*
5. Boolean searching can be done in library catalog.  *False . (Obj. 4)*

**Multiple Choice:**

*For each of the following questions, select the correct response. 1pt each.*

1. Boolean search terms for not include which of the following? *(Obj. 4)*
   1. no
   2. not
   3. Not
   4. **NOT**
2. When searching the library catalog, which of the following searches can you perform? *(Obj. 5)*
   1. Publication Year
   2. Genre
   3. Publisher
   4. **Author**
3. To perform a title search using “Greek mythology” in Google, you would type which of the following into the search box?  *(Obj. 7)*
   1. “Greek mythology”
   2. title= Greek mythology
   3. TITLE: Greek mythology
   4. **intitle: Greek mythology**

**Matching:** *(Obj. 8)*

*For each of the examples in the left column, select the correct term from the right column. 1pt each.*

*For each of the definitions in the left column, select the correct term from the right column.*

1. d “The mission of our website is make people aware a. Accuracy

of tobacco’s effects.” b. Bias

2. b “Ancient Greek mythology shouldn’t be c. Completeness

taught because it corrupts children!” d. Purpose

3. e “Ancient Greek mythology… copyright 2010” e. Relevance

4. a “Zeus was the storm god. He killed his father.” f. Authority

5. c ”This page lists all Greek gods and goddesses

how they came to be, and what they were the

god/goddess of.”

**Fill in the Blank:**

*For each of the following, fill in the correct answer. 1pt each.*

1. If you do not type in any Boolean terms in Google, it automatically uses the  *AND*  search. *(Obj. 4)*

2. When searching the InfoTrac database you use a  *keyword*  search. *(Obj. 6)*

3. The library catalog uses *SEARS*  subject headings. *(Obj. 5)*

**Short Answer** *(Obj. 2)*

*Write a short explanation of each of the numbered parts of the search screen below. 1pt each.*

1. ***Full text. If you click this box the database will search for only articles with a full text.***

2. ***Peer Reviewed. By checking this box you will only get articles which have been reviewed by experts in the field.***

3. ***Number of Pages. By entering a number here you can limit the length of an article you would like to find.***

4. *Explain three of the modes.* ***Search Mode: This will change certain search settings. Boolean will perform an automatic phrase search or look for Boolean terms in your search. Find any of my search terms performs an OR search. Find all of my search terms performs an AND search. SmartText searching is like keyword searching.***

5. ***Publication Date. By choosing a date range you can get articles that are more up to date.***

**Essay:** *(Obj. 8)*

*Answer the following question as fully as possible in paragraph form. 5pts.*

Explain what bias is, how it affects the information a source contains, and how to identify it. Give at least two examples of bias.

*Criteria:*

*The essay should include (1pt each):*

* *Definition of bias: Showing only one viewpoint on a certain subject.*
* *Effects: information is not complete, information may contain more opinion than fact*
* *Identify: does the site seem heated, have an argument, from an author involved in one side of the argument over another*
* *Two examples of bias: only creationism or evolution, only prochoice or prolife, etc.*
* *In paragraph form, and makes sense*

**Rubric for Game[[11]](#footnote-11)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** | **Score** |
| **Accuracy of Content**  *(Obj. 12)* | All information cards made for the game are correct. | All but one of the information cards made for the game are correct. | All but two of the information cards made for the game are correct. | Several information cards made for the game are not accurate. |  |
| **Knowledge Gained**  **(judged by presentation of game to class)**  *(Obj. 16)* | All students in group could easily and correctly state several facts about the topic used for the game without looking at the game. | All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game. |  |
| **Rules and Explanation**  *(Obj. 14)* | Paper explaining the game is clear and well written containing no spelling or grammatical errors. | Paper explaining the game is mostly clear and well written containing only small spelling or grammatical errors. | Paper explaining the game is somewhat clear and well written containing many spelling or grammatical errors. | Paper explaining the game is unclear containing numerous spelling and grammatical errors. |  |
| **Attractiveness and Creativity** *(Obj. 15)* | Students used colors, at least 3 pieces of personal artwork, and some clip art graphics to make the game board attractive. | Students used colors, 2 pieces of personal artwork, and a few clip art graphics to make the game board attractive. | Students used some color, 1 piece of personal artwork, and a clip art graphic to make the game board attractive. | Students used little or no color, no personal artwork, and no clip art to make the game board attractive. |  |
| **Group Work** | All group members contributed to the project equally. | One of the group members failed to put in much effort. | Only one member of the group contributed to the majority of the project trying to get other’s input. | None of the group members tried to work together. |  |
| **Total Score** |  |  |  |  | /20 |

**Rubric for Bibliography and Citations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **Score** |
| **Number of Sources** | Contains at least 5 sources. | Contains 3-4 sources. | Contains 2 or fewer sources. |  |
| **Source Types** | At least 2 books, 3 articles, and 2 web sources. | At least 1 book, 1 article, and 1 web source. | All items are of the same type. |  |
| **Reliability of Web Sources** | All Web Sources are relevant, written by a credible author, and have a copyright date within the past 5 years. | One or more of the Web sources are slightly unreliable because of one criterion. | Web sources are clearly unreliable on all criteria. |  |
| **APA Format** | APA Format is correct throughout the bibliography. | Contains small errors in APA formatting. | Contains numerous errors in APA formatting. |  |
| **In-text Citations** | In-text citations used on game card or in the paper are all correct. | In-text citations used on game card or in the paper contain some small mistakes. | In-text citations used on game card or in the paper contain many mistakes. |  |
| **Total Score** |  |  |  | /15 |

References

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1. Students will sit with their groups throughout the unit, but each student in the group is expected to put in the same amount of work. Each research step should be completed individually until students begin putting together the game. This would be when they begin writing their game questions. [↑](#footnote-ref-1)
2. Students should take notes on this. [↑](#footnote-ref-2)
3. Students will turn in a bibliography with their final project for the unit. A portion of the grade will be based on their sources. [↑](#footnote-ref-3)
4. [Brochure](file:///F:\Edm%204228\Brochure.pub) is a publisher document. [↑](#footnote-ref-4)
5. This comparing activity has students compare the search capabilities of these two databases. [↑](#footnote-ref-5)
6. Each student will complete their own bibliography for the sources they have found. Since the work up to this point is mostly individual some members of the group may have some of the same sources in their bibliography. [↑](#footnote-ref-6)
7. Students will turn this copy of the bibliography in as a formative assessment. They will make any necessary revisions and turn in a finally copy with their game to be graded. [↑](#footnote-ref-7)
8. Students will view a video from [YouTube](http://www.youtube.com/watch?v=WP_NeirFIkM) to complete this [activity.](file:///F:\Education%20Class\Lesson%20Plans\Paraphrasing%20Video%20Lesson\Teacher's%20Domain%20Lesson.docx) [↑](#footnote-ref-8)
9. Essentially, this is one item for each source the students have. [↑](#footnote-ref-9)
10. After the test students will begin writing their game cards individually using their own paraphrases, etc. After all the students have finished the test, students may begin writing with their groups. I would explain this prior to giving students the test. [↑](#footnote-ref-10)
11. Mostly copy and pasted from Rubistar [↑](#footnote-ref-11)