

Name: Cassandra Ferrier

School or Institution: Mapletown Junior/ Senior High School

Projected Date for Implementation: May 2015

Title of Activity	<i>Greek and Roman Mythology Gods and Legends</i>
Overview	<ul style="list-style-type: none"> • Inquiry into the Gods of Greek mythology using the primary sources offered by the Library of Congress. • Narrow down search by using the Advanced search on Google. • Learn how to search for facts and retrieve information. • The Library of Congress offers primary sources as well as teacher pages to help explore this topic on a deeper level.
Essential or Investigative Question	What literary arts can be found on the topic of Greek and Roman Mythological Gods? What specific primary sources can help research information on this topic? What can we learn from topics from just examining the images or photos?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • <i>Grades 6-8</i> • <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • <i>Art</i> • <i>English Language Arts</i> • <i>General</i> • <i>Library Media</i> • <i>Literacy: Reading Language Arts</i> • <i>History/World history/Ancient History</i>
Time Required	<ul style="list-style-type: none"> • 1 hour session
Goal	This activity is designed to reach out to educators to raise awareness of what the Library of Congress has to offer in the exploration of topics for students. Primary sources can be located through both http://www.loc.gov/ and narrowed down using the advanced search on Google. This activity also stresses the importance of copyright laws.
Standards	<p>Skills:</p> <p>1.1.4.-Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6.-Read, view, and listen for information in any format to make inferences and gather meaning.</p> <p>1.1.8.-Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.1.9.-Collaborate with others to broaden and deepen understanding.</p> <p>1.3.5.-Use information technology responsibly.</p>
Objectives	<p>By the end of this Professional Development Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study. • Describe examples of the benefits of teaching with primary sources. • Analyze a primary source using Library of Congress tools. • Access teaching tools and primary sources from http://loc.gov/teachers/.



	<ul style="list-style-type: none"> • Identify key considerations for selecting primary sources for instructional use (e.g. - student needs and interests, teachings, etc.). • Access primary sources and teaching resources from http://www.loc.gov/ for instructional use. • Analyze primary sources in different formats. • Analyze a set of related primary sources in order to identify multiple perspectives. • Facilitate a primary source analysis using Library of Congress tools. • Demonstrate how primary sources can support at least one teaching strategy (e.g. - literacy, inquiry-based learning, historical thinking, etc.). • Create primary source-based activities that help students engage in learning, develop critical thinking skills, and construct knowledge.
Digital Resources	<ul style="list-style-type: none"> • Primary sources: <ul style="list-style-type: none"> ○ Representation of Boreas, the wintry North Wind of Greek mythology, as an old man with long, swirling, billowing hair. ○ Date created/published - 1618 ○ Creator/Author ○ http://www.loc.gov/item/2002699119/ • Primary sources: <ul style="list-style-type: none"> ○ Odysseus /BS ○ 1960 ○ Http://www.loc.gov/item/92500376/ • Other sources: • Google advanced search • Principal Greek and Roman Gods • http://www.oneonta.edu/faculty/farberas/arth/ARTH209/gods_greek_roman.html
Classroom Materials	<ul style="list-style-type: none"> • Promethean board • http://www.loc.gov • Copywriting module for teachers' resource on http://www.loc.gov/. http://www.loc.gov/teachers/professionaldevelopment/selfdirected/copyright.html • http://www.powersearchingwithgoogle.com/course/ps/lesson31.html • Digital resources • Google advanced search finding Greek and Roman Gods http://www.oneonta.edu/faculty/farberas/arth/ARTH209/gods_greek_roman.html
Preparation	<ul style="list-style-type: none"> • Read the necessary background material. • Detail the printing of handouts. • Prepare to display an item on screen or projector. • Adjust room arrangement, if necessary.
Procedure	<ul style="list-style-type: none"> • Remember to model strategies to be used with students. • Use a new number for each new step. Bulleted sub-steps may be included under a numbered item. • Make each step a distinct task – a directive. • Write procedures as concisely as possible using clear, direct language. • Discuss what people know about primary sources. • Introduce http://www.loc.gov/. • Inquire into anyone's prior use of the Library of Congress or their research techniques



	<p>in finding primary sources. Begin a discussion.</p> <ul style="list-style-type: none"> • Using promethean board, display http://www.loc.gov/ and then Google Advanced search. • Introduce topic and display various primary sources and how they were located. • Discuss copywriting. • Break into groups using investigation question to collaborate and search various findings. <ul style="list-style-type: none"> ○ What can we learn as we examine photos or images? • Pull back in and discuss findings and research techniques.
Assessment/ Reflection	<ul style="list-style-type: none"> • Observation and interacting with groups. • Discussion and analysis of findings using analysis tools from Library of Congress. • Discuss any Questions.

