

WHO WERE THE ANCIENT GREEKS: A THIRD-GRADE RESEARCH AND OPINION WRITING UNIT

by

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Curriculum Introduction

How does integrating social studies content into third-grade writing improve historical knowledge, student writing, and vocabulary for the purpose of closing the Knowledge Gap? To answer this question, I have created a writing curriculum that integrates historical content, key vocabulary instruction, and opinion writing. By integrating high-quality content and instruction, third-grade students will have the opportunity to gain general knowledge on a specific topic, acquire key content vocabulary, and build confidence with an explicitly taught genre of writing.

This curriculum project has a dual purpose as both a functional unit and as a model unit. Classroom teachers could implement this unit as written and have their current third-grade class research and write about ancient Greece. Teachers could also use this unit as a model and incorporate other social studies or science topics into this framework. As a model, week one would be the introduction to the unit where teachers would give students various reading and writing assignments to familiarize them with the topic while highlighting and posting key vocabulary words and their definitions. Teachers would use week two to focus on one specific subtopic and guide students through writing a mini essay on this subtopic. The purpose of week two is to allow students to practice the writing style that they will produce independently in following weeks. These activities can be done in small groups allowing the teacher to further support lower-performing students through small-group instruction and peer support. Weeks three through five would be used for students to independently work through the writing process by researching an assigned topic, organizing their ideas, writing their essay, editing their work, and publishing their assignment.

The intended participants and setting for this curriculum are a third-grade class with twenty to thirty students of various reading levels, socioeconomic status, background knowledge, and writing ability. The curriculum offers opportunities for whole-group instruction to meet the needs of all learners and small group instruction to meet the varying needs within a classroom. Students will be asked to work independently, in pairs or small groups, and as a large group. While the target audience for this curriculum would be struggling

students from low-socioeconomic backgrounds, all students will benefit from the content and skill instruction embedded in this unit. To support low-performing students, suggestions for scaffolded activities and interventions are included in the daily lessons where they apply.

This curriculum is intended to be given by the classroom teacher during the writing portion of the literacy block. It will include five weeks of instruction with daily lessons that will last approximately forty-five minutes. These lessons are intended to be delivered daily to provide immersion in the content and writing assignments. It can be given at any point within the school year. However, teachers will benefit from knowing their students' writing abilities and general interests prior to beginning the unit.

The framework for this curriculum is based on the Understanding by Design® framework (UbD™ framework). This backwards planning model focuses on identifying student outcomes first, determining the evidence of learning that will need to be gathered, and planning instruction and assessment based on these goals (Wiggins & McTighe, 2011). This final essay for this unit will be graded using a rubric that assesses the content, vocabulary, organization, argument and support for the opinion, and grammar/mechanics of the piece. This summative assessment will inform the teacher of student growth with regards to the objectives of the unit.

The objectives for this unit of study reflect the goals of building content knowledge, improving student vocabulary, and developing student writing using the writing process. Students will gain knowledge and insight into the daily life, government, and notable contributions of ancient Greece. Students will identify, learn, and appropriately use content specific vocabulary in discussion and writing assignments. As a summative assessment, students will produce a clear, well-supported opinion piece.

If these goals are met, students will have a foundational understanding of life in ancient Greece and the contributions of the ancient Greeks. Students will improve their writing through engagement with the writing process, which can be applied to future writing assignments in a variety of content areas. Students will also gain familiarity with content-specific vocabulary that they will encounter again in both their formal education and personal reading. This familiarity with content vocabulary will improve students' reading and comprehension of similar content topics later in their educational career.

Who were the ancient Greeks?

A Third-Grade Research and Opinion Writing Unit

By: Heather Eikenbary

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Overview

Welcome to “Who were the ancient Greeks: a 3rd Grade Research and Opinion Writing Unit.” In this unit, students will dive deep into ancient Greece through large group discussion and activities, small group work, and independent assignments. Students will be guided through the writing process and will end the unit with a thoroughly researched and well-supported opinion essay.

Students will begin this unit with an introduction to ancient Greece in week one. This week focuses on introducing students to the content and key vocabulary words that they will encounter throughout the unit. Week two focuses on the ancient Olympics. Students will work in small groups to answer a pressing question or two about the ancient Olympics and will use that information to write about their topic. This week offers students the opportunity to practice gathering information, organizing it, writing about it, and editing it with the support of a small group. The final three weeks of this unit are devoted to having students use the writing process to write an organized, well-supported opinion piece. Throughout these weeks you will find activities that are intended to reinforce key vocabulary acquisition and highlight other information about ancient Greece. At the end of this unit, students should have produced a well-researched opinion piece that explores an assigned sub-topic of ancient Greece and answers the question: “Do you think other students should learn about this topic?”

This curriculum is organized by week. When delivered, it should take 45 minutes a day of instruction and work time. Each week begins with the addressed state standards. Next, you will then find an overview of the week in chart form that includes basic information on the daily activities. Following the overview, you will find the daily lesson plans, which include objectives, materials, vocabulary, and activities. Master copies of the student work pages can be found immediately following the lesson in which they are to be used.

Unit Materials:

Each lesson includes a list of the materials you will need for that specific lesson. However, there are a few that you will need throughout.

You will need:

- At least 15 nonfiction texts on ancient Greece. Ideally you will gather enough for all students to have a book for research assignments. I recommend checking with both your school library and your local public library.
- A designated place to display key vocabulary and definitions
- A folder for each student to keep work pages organized

Suggested Non-Fiction Texts on Ancient Greece for Student Use

General Information Texts:

- «» Catel, O. (2011). *What did the ancient Greeks do for me?*. Heinemann Library.
- «» Chelepi, C. (1994). *Growing up in Ancient Greece*. Troll Associates.
- «» Chrisp, P. (2006). *e.guides Ancient Greece*. DK.
- «» Covert, K. (2012). *Ancient Greece: Birthplace of Democracy*. Capstone Press.
- «» Doeden, M. (2014). *Tools and treasures of Ancient Greece*. Lerner Publishing Group, Inc.
- «» Genari, A. (2010). *All About Ancient Peoples: Ancient Greece*. Stargazer Books.
- «» Hewitt, S. (2008). *The Greeks*. Smart Apple Media.
- «» Malam, J. (2017). *Ancient Greece Inside Out*. Crabtree Publishing.
- «» Perason, A. (2014). *Eyewitness Ancient Greece*. DK.
- «» Roberts, R. (2010). *How'd they do that? In Ancient Greece*. Mitchell Lane.
- «» Stokes, J. (2018). *The Thrifty Guide to Ancient Greece: A Handbook for Time Travelers*. Viking.
- «» Tsakiridis, D. & Bardi, M. (2010). *Art and Culture of Ancient Greece*. The Rosen Publishing Group, Inc.

Topic Specific Texts:

- «» Amery, H. (2000). *Usborne Greek Myths*. Usborne Publishing Ltd.
- «» Butterfiled, M. (2012). *The Olympics History*. Sea-to-Sea Publications.
- «» De Medeiros, J. (2019). *Structural Wonders of the World: Parthenon*. AV² by Weigl.
- «» Gifford, C. (2010). *Cooking in World Cultures: Food and Cooking in Ancient Greece*. PowerKIDS Press.
- «» Lacey, M. (2008). *The Story of the Olympics*. Usborne Publishing Ltd.
- «» Osborne, M. (2011). *Ancient Greece and the Olympics*. Random House.
- «» Osborne, M. & Boyce, N. (2019). *Magic Treehouse Fact Tracker: Warriors*. Random House.
- «» Platt, R. (2012). *Through Time: Olympics*. Kingfisher.

The Unit Assessment and Assessment Tool

After completing this unit, students will have produced a two-paragraph essay on an assigned subtopic of ancient Greece. Their writing will be assessed using the following rubric which will be shared with the students during the unit. All the assessed elements on the rubric will be explicitly taught at some point in the unit.

Our Essay Rubric

Category	1	2	3
Content	Used no key facts from research and notes	Used 1-2 key facts from research and notes	Used 3 or more key facts from research
Opinion	No opinion stated Or No Supporting Reasons	Opinion supported by 1 or 2 Reasons Or Reasons are unrelated or silly	Opinion supported by three clear and related reasons
Vocabulary	No key vocabulary used Or Key Vocabulary used incorrectly	Used 1-2 Key Vocabulary Word Correctly	Used 3 or more Key Vocabulary Words Correctly
Organization	Ideas in a random order And No introduction or conclusion	Some ideas grouped together but some randomly added Or Missing either an introduction or a conclusion	Ideas are organized in a logical order Introduction and conclusion included in both sections
Mechanics	Many spelling, grammar, and punctuation errors	Five or fewer spelling, grammar, and punctuation errors	Three or fewer spelling, grammar, and punctuation errors

Dear Students and Families,

I am so excited to share with you that we have been learning all about ancient Greece. Students have been reading about and exploring the geography, daily life, Olympics, and government of ancient Greece! Your student is now becoming a scholar on a specific topic related to ancient Greece. They will be publishing their research and writing on _____ at _____. We want to invite you to attend our publishing party where students will share their hard work! It will be a wonderful opportunity to see all that they have accomplished. If you plan to attend, please fill out the bottom of this letter and send it back to class.

Sincerely,

I, _____, am planning to come to the publishing party on _____ at _____.

Dear Students and Families,

I am so excited to share with you that we have been learning all about ancient Greece. Students have been reading about and exploring the geography, daily life, Olympics, and government of ancient Greece! Your student is now becoming a scholar on a specific topic related to ancient Greece. They will be publishing their research and writing on _____ at _____. We want to invite you to attend our publishing party where students will share their hard work! It will be a wonderful opportunity to see all that they have accomplished. If you plan to attend, please fill out the bottom of this letter and send it back to class.

Sincerely,

I, _____, am planning to come to the publishing party on _____ at _____.

Week 1: Introduction to ancient Greece

Guiding Questions: Who were the ancient Greeks? How did they live?

State Standards:

MN History Substrand 3: Standard 7 The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE)

MN History Substrand 3: Standard 8 The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE— 600 CE)

MN Social Studies 3.1.1.1.1 Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections.

MN Social Studies 3.4.2.5.1 History is made by individuals acting alone and collectively to address problems in their communities, state, nation, and world.

MN Social Studies 3.4.1.1.1. and 3.4.1.1.2 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

MN Speaking Standards 3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

MN Speaking Standards 3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

MN Writing 3.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Week 1	Opening	Work Period	Closing
Day 1: Geography	<p><i>5-10 Minutes- Whole Group</i> Show a Map of Greece and pictures of the landscape and famous architecture.</p> <p>Discuss: What do you observe? What do you think life would be like here?</p>	<p><i>5 Minutes- Independent Work</i> Have students fill out the “What do you know?” part of chart in their writing notebook or attached sheet</p> <p><i>10 Minutes- Whole Group</i> Read a short introduction/overview of ancient Greece from a text</p> <p>Intro key vocabulary- model how you will track this throughout the unit</p> <p><i>15 Minutes Station Work</i> Station #1: Fill out the “What do you wonder?” portion of chart with at least three ideas Station #2: Fill out the Key Vocabulary Sheet with words and definitions discussed during the large group instruction in a notebook or on attached sheet (print double sided) Station 3: Color in and label map of ancient Greece</p>	<p><i>5 Minutes</i> Have students share with a small group or as a class at least one “I wonder” statement.</p>
Day 2: Daily Life	<p><i>10 Minutes</i> Read the included passage as a large group.</p> <p>Discuss important vocabulary and information.</p> <p>Model Note Taking</p>	<p><i>15 Minutes</i> Assign Groups to read a passage or two and take notes about a specific aspect of daily life in ancient Greece using their writer’s notebook or the included sheet (print double sided)</p> <p><i>15 Minutes</i> Have students organize a short presentation to share what they have learned. Who will speak? What did they learn? Are there any pictures or graphics to share with the class? What key vocabulary did you learn or need to know?</p>	<p><i>10 Minutes</i> Have groups share what they learned from their research</p>
Day 3: Pottery	<p><i>10 Minutes</i> Show a few images of ancient Greek pottery with scenes painted on them. Discuss what students observe Read a passage from a nonfiction text about ancient Greek Pottery</p> <p>Discuss any key vocabulary from the excerpt. Ask</p>	<p><i>25 Minutes</i> Have students recall an event or activity from their life. Fill out a short questionnaire about the event and then draw the event on their pottery sheet.</p>	<p><i>10 Minutes</i> Have students share their personal pottery drawings with a small group or the whole class.</p>

	students: What was painted on the pottery? Why do you think they did that? What can we learn from their pottery?		
Day 4: Government	<p><i>5-10 Minutes</i></p> <p>Ask students: “What is government?” Accept and discuss various answers.</p> <p>Ask students, “Does anyone know what form of government the ancient Greeks had?”</p> <p>Read an excerpt from a nonfiction text about Greek government (be sure to include both Oligarchy and Democracy). Make a t-chart comparing both forms of government (Who could participate? What could they do/vote on?)</p>	<p><i>30 Minutes</i></p> <p>Explain to students that they will be participating in a mock ancient Greek government today.</p> <p>Oligarchy- Review your class notes on Oligarchy. Hand out role cards to each student. Organize students in the room with the aristocrats grouped together and the non-aristocrats elsewhere. Give students five minutes to discuss the problem they are solving. After the role play, have all students write about their experience in their writer’s notebook or on the included sheet.</p> <p>Democracy- Review your notes on Democracy. Hand out role cards to each student. Organize students in the room with the citizens together and the non-citizens elsewhere. Give students five minutes to discuss the problem they are solving. After the role play, have all students write about their experience in their writer’s notebook or on the included sheet.</p>	<p><i>5 Minutes</i></p> <p>Have students take a vote on whether they think America should have an Oligarchy, Greek Democracy, or keep our modern Democracy. Ask a few students to share why they voted the way they did.</p>
Day 5: Farming and Sea Trade	<p><i>10 Minutes</i></p> <p>Show students a map of Greece and a few pictures of the landscape. Ask them, what is the land like? What crops do you think would grow well? Where might they get other resources to live?</p> <p>Read a short excerpt on farming and sea trade. Use a class t-chart to document any important facts and the key vocabulary sheet to note any important vocabulary words.</p>	<p><i>30 Minutes</i></p> <p>Explain that students will be pretending to be ancient farmers or sea traders today. Everyone will be given a specific job and a list of goods that they need to acquire. Explain that only the sea traders can visit the farmers. Discuss bartering and explain that they must use this to trade goods.</p> <p>Have students act out trading.</p> <p>Pause and have students discuss how bartering is going. Give the sea traders the coins and have them continue trading.</p> <p>End the activity with students writing about their experience and how it was different from the way they shop now.</p>	<p><i>5 Minutes</i></p> <p>Exit Slip- What aspect of ancient Greece do you want to know more about?</p>

Week 1	Day 1: Introduction and Geography
Objective	Students will be able to name what they know and want to know about ancient Greece. Students will be able to identify ancient Greece on a map.
Materials: Students will need a writer’s notebook or a copy of the know/want-to-know t-chart. They will need a vocabulary sheet and a copy of the map. Student will also need access to age-appropriate texts on ancient Greece. The teacher will need to label a map of Greece for the students to copy.	Vocabulary: Civilization, Ancient, City-State
Opening: 5-10 Minutes	As a whole group, show students a map of ancient Greece. Ask them to describe what they see. What continent is Greece part of? What do you notice about the land? Is there a lot of water? How might that effect how they lived? Next, show them a few pictures of famous Greek architecture and the landscape. Ask students to describe what they see. What do you think of when you see these images? What might life have been like?
Work Period: 30 Minutes	5 Minutes - Hand out the “What do you know about ancient Greece?” T- Chart or have students copy the question in their writer’s notebook. Have students independently answer the first question: “What do you know about ancient Greece?” 10 Minutes - Gather the class back together and read a short introductory excerpt on ancient Greece from one of the nonfiction texts gathered for this unit such as pages 6-7 of <i>The Greeks</i> by Sally Hewitt, pages 4-5 of <i>Ancient Greece Inside Out</i> by John Malam, or Chapter 1 of <i>Tools and Treasures of Ancient Greece</i> by Matt Doeden. As you read, pause to highlight any key vocabulary words such as civilization, ancient, city-state, etc. Write the key vocabulary on a poster or word wall card and ask students to define it. After a few students share their ideas, turn to the glossary of the book you are using and read the formal definition. Add this definition to your poster or word wall and reread the definition. (Have this pre-written or typed so you can just tape it on your key vocabulary area). When you have finished the passage, make a few “I wonder,” statements. (Example: “I wonder what the ancient Greeks ate. I wonder what they did for work. I wonder if they played any sports.”). 15 Minutes - Divide students into three groups and have them spend five minutes at each station or on each task in a rotation. If you have a large class, have two of each station prepared and split your class into six groups. Station 1: Have students fill out the “What do you wonder?” portion of their t-chart with at least three ideas. If using a writer’s notebook, have them copy the question, then write three statements. Station 2: Have students fill out the key vocabulary sheet with words and definitions discussed in large group. If using a writer’s notebook, have students use a tab or bookmark to earmark a section of their notebook for key vocabulary before they begin copying the vocabulary and definitions. Station 3: Have students color in and label a map of ancient Greece. Have them label a few major cities such as Athens and Sparta, as well as labeling the bodies of water that surrounded ancient Greece.
Closing: 5 Minutes	In small groups or as a whole group, have students share at least one of their “I wonder” statements.

Name _____

What do you know about ancient Greece?

What do you wonder about ancient Greece?

Key Vocabulary

Key Vocabulary



Week 1	Day 2: Daily Life
Objective	Students will be able to identify key information about a topic and share it with their peers. Students will be able to find the definitions of their key vocabulary terms.
Materials: Student will need access to age-appropriate texts on ancient Greece and a writer's notebook.	Vocabulary: City-State, Civilization, Archaeology, Primary Sources, Artifacts
Opening: 10 Minutes	<p>Post the following passage where all students can see. Read aloud or have students take turns reading the passage aloud.</p> <p>“Archaeology is the study of how people lived in the past. Archaeologists learn about how and where people lived through the materials they left behind. These materials, called primary sources, were made during a specific period of time, and include artifacts and written documents. Examining primary sources gives us clues about how people lived long ago, and how great civilizations flourished. Archaeologists analyze these objects to interpret their meanings.” John Malam, <i>Ancient Greece Inside Out</i>, p. 7</p> <p>Discuss the bold words (key vocabulary) and add any to the class list. Reread passage together. Ask students, “What do you learn from this passage,” or “What is the author trying to teach us?” Using their answers, model taking numerous notes on the important points. This skill will be required throughout the unit.</p>
Work Period: 30 Minutes	<p>10-15 Minutes - Assign small groups and give each group a topic related to daily life in ancient Greece (family, childhood, clothes, society, religion, homes). Assign each group a text that includes a passage on their topic. Have groups read the passage together, write down any key vocabulary on their key vocabulary sheet, and take notes on the important points of the passage. Also encourage them to look at any maps or other graphics included in their assigned passage.</p> <p>10-15 Minutes - Gather students together to give the following directions. Instruct students that they will be giving a short presentation on their assigned topic. Have them choose what key vocabulary was part of their topic, what main points to include, who will be speaking in front of the class, and if they have any pictures or maps from the text to share. Send students back to their groups to prepare their short presentation.</p>
Closing:	Gather students and have them give their presentations to the whole group. After all groups have gone, do a small celebratory clap or cheer to acknowledge their hard work.
Small Group Activity or Student Support	To support struggling readers, you can group your readers who need the most support together for the work period and plan to work with them at your guided reading spot. You can either assign them the least challenging text that you are having students read or you can rewrite one of the texts using more familiar vocabulary. You should also have a copy of the key vocabulary words readily available to reference as your students read. By doing this, you allow all students access to the content and the opportunity to fully participate in the assigned activity.

Names _____

What was your topic? _____

What are the key vocabulary words that you found while reading about your topic? _____

What were the top three things you learned about your topic?

1) _____

2) _____

3) _____

Are there any maps, pictures, or other graphics that you should share with the class? _____

Names _____

What was your topic? _____

What are the key vocabulary words that you found while reading about your topic? _____

What were the top three things you learned about your topic?

1) _____

2) _____

3) _____

Are there any maps, pictures, or other graphics that you should share with the class? _____

Name _____

Topic: _____

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

Name _____

Topic: _____

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

Week 1	Day 3: Greek Pottery
Objective	Students will be able to identify the purpose of Greek Pottery. Students will be able to describe an important event from their life and draw a moment from that event.
Materials: Students will need a writer’s notebook or a copy of the student questionnaire, a copy of the Greek Pottery Outline, and drawing tools such as markers or crayons.	Vocabulary: City-State, Civilization, Archaeology, Primary Sources, Artifacts
Opening: 10 Minutes	<p>Show the whole group a few images of ancient Greek pottery with scenes painted on them. Ask students to share what they observe. (Be sure to look closely at the sample pots prior to class. The Greeks often included nude humans in their art.)</p> <p>Read a passage from a nonfiction texts about ancient Greek Pottery such as page 7 of <i>Art and Culture of Ancient Greece</i> by Dimitri Tsakiridis and Matilde Bardi or “Pots of Life” found on page 10 of <i>All About Ancient Peoples: Ancient Greece</i> by Anita Ganeri.</p> <p>Discuss any key vocabulary from the excerpt. Ask students: “What was painted on the pottery? Why do you think they did that? What can we learn from their pottery?”</p>
Work Period: 25 Minutes	Give students the included questionnaire or if using a writer’s notebook, have students copy the questions into their writer’s notebook. Ask students to recall an event or activity from their life. Have them fill out the questions about their event to prepare them to draw the event. When a student completes the questionnaire, have him/her draw the event on the blank pottery paper.
Closing: 10 Minutes	Have students share their personal pottery drawings with a small group or the whole class.
Small Group Activity or Student Support	During the work period, you can meet with one or two small groups to support them as they fill in the questionnaire before drawing. For very reluctant writers, you can have them tell their group the event that they are thinking of and have them articulate all the details the questionnaire prompted students to think about.

Name _____

What event or activity are you going to draw on your piece of pottery?

Where did it take place? _____

Who was with you? _____

What were each of you doing? _____

Are there any other details you can picture about your event?

Name _____

What event or activity are you going to draw on your piece of pottery?

I am going to draw _____

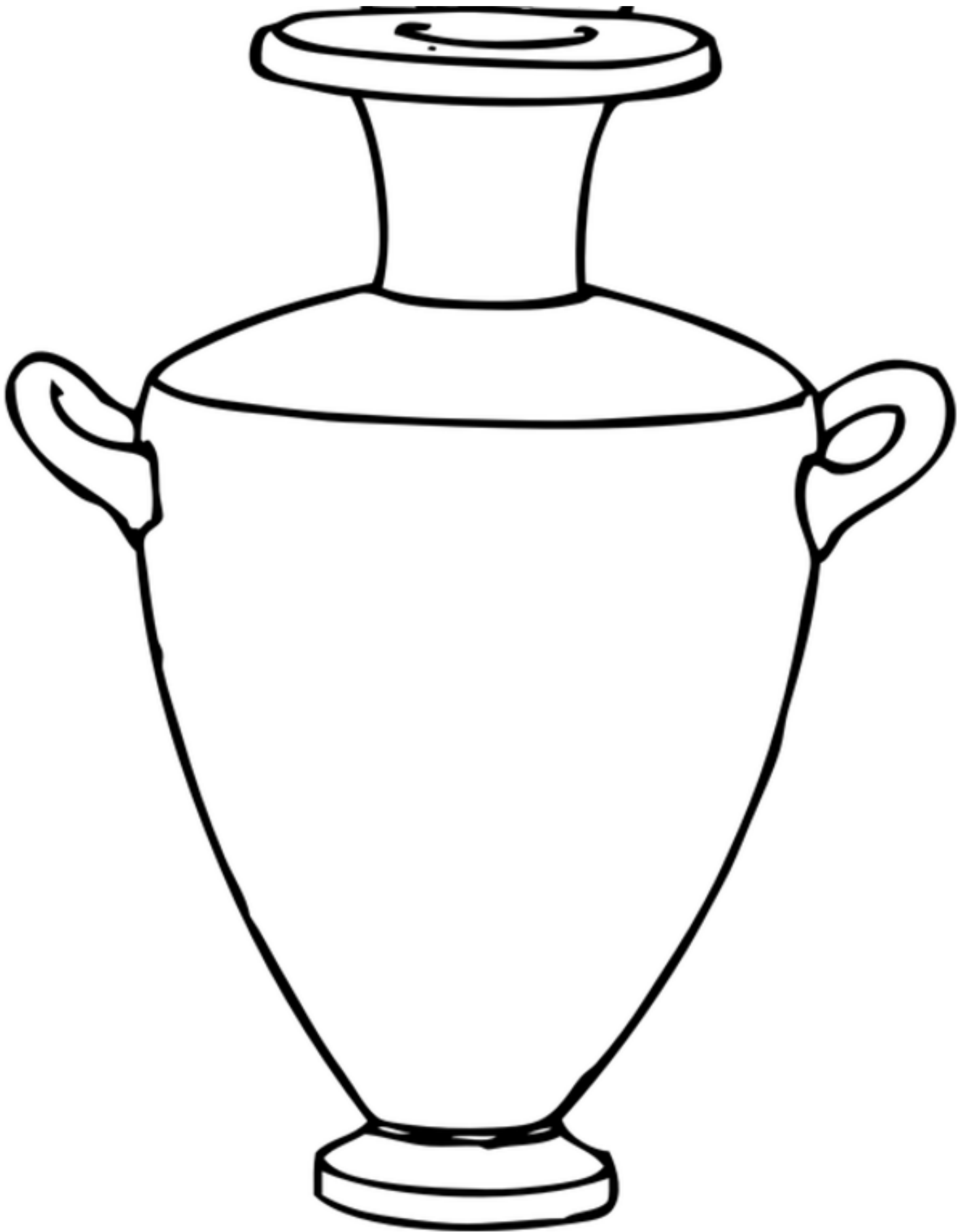
Where did it take place? It took place at _____

Who was with you? With me was _____

What were each of you doing? We were _____

Are there any other details you can picture about your event?

I also remember _____



Week 1	Day 4: Government
Objective	Students will be able to describe and participate in the two main types of government in ancient Greece.
Materials: You will need one nonfiction text with a section on government (Democracy and Oligarchy), role cards for each type of government (enough for each student to have one) and students will need a writer’s notebook or copy of the reflection questionnaire.	Vocabulary: City-State, Civilization, Archaeology, Primary Sources, Artifacts, Democracy, Oligarchy, Aristocrat
Opening: 5-10 Minutes	<p>As a whole group, ask students, “What is government?” Accept and discuss answers.</p> <p>Then ask students, “Does anyone know what form of government the ancient Greeks had?” Accept a few answers with an open response.</p> <p>Read an excerpt from a non-fiction text about Greek government (be sure to include both Oligarchy and Democracy) such as page 8 from <i>Ancient Greece Inside Out</i> by John Malam or page 8 of <i>All about Ancient People: Ancient Greece</i> by Anita Ganeri. Make a large, readable t-chart on a board, poster, or projected computer program comparing both forms of government. Include information such as who could participate and what could the members do/vote on.</p>
Work Period: 30 Minutes	<p>Explain to students that they will be participating in a mock Greek government today.</p> <p>15 Minutes - Begin with an Oligarchy. As a class review your notes on Oligarchy. Hand out role cards to each student. Make enough copies so that each student has a card. Organize students in the room with the aristocrats together in the center and the non-aristocrats elsewhere. Give them five minutes to discuss the problem, “Should we go to war with the neighboring city-state?” Introduce this question by telling students that men from the neighboring city-state have been robbing your men as the travel throughout Greece. You have heard that their army was told to do this by the members of their Oligarchy. During the discussion, have students consider who would go to war, would it be dangerous, would it be expensive, and who would pay for it. Have them end by</p>

	<p>making a decision and announcing it to the others in the room. After the role play, have all students write about their experience in their writer’s notebook or on the included sheet.</p> <p>15 Minutes - Democracy- Review your notes on Democracy as a class. Hand out role cards to each student. Organize students in the room with the citizens together and the non-citizens elsewhere. Give them five minutes to discuss the issue of who should be the next leader (magistrate- who would enforce the law). Read them the following descriptions:</p> <p>Alexander- A wealthy merchant. He has offered to pay for the next sports festival in your city-state. He has many friends who are citizens and is willing to offer money to those who are willing to vote for him. He is cruel to the non-citizens who work for him and wants to make them work even more.</p> <p>Damaris- He is a hard-working farmer. He knows some citizens but is not as popular as Alexander. He believes that treating all workers with respect will encourage people to work harder. He has no money to pay for important events or to bribe others to vote for him.</p> <p>After the role play, have all students write about their experience in their writer’s notebook or on the included sheet.</p>
<p>Closing: 5 Minutes</p>	<p>Have students take a vote if they think America should have an Oligarchy, Greek Democracy, or keep our modern Democracy. Ask a few students to share why they voted the way they did.</p>

Aristocrats	Aristocrats
Non-Aristocrats	Non-Aristocrats
Non-Aristocrats	Non-Aristocrats
Non-Aristocrats	Non-Aristocrats
Non-Aristocrats	Non-Aristocrats

Citizen	Citizen
Citizen	Citizen
Citizen	Citizen
Non-Citizen	Non-Citizen
Non-Citizen	Non-Citizen

Name _____

Oligarchy

What was your role? _____

What issue was being discussed? _____

Could you discuss or vote for the solution? _____

How did that make you feel? What was it like? _____

Democracy

What was your role? _____

What issue was being discussed? _____

Could you discuss or vote for the solution? _____

How did that make you feel? What was it like? _____

Week 1	Day 5: Farming and Sea Trade
Objective	Students will be able to describe farming and sea trade in ancient Greece. Students will be able to identify and practice bartering.
Materials: Students will need role descriptions and goods cards (for each student or pair of students) and an exit slip or writer's notebook.	Vocabulary: City-State, Civilization, Archaeology, Primary Sources, Artifacts, Democracy, Oligarchy, Aristocrat, Irrigation, Crop, Bartering
Opening:	<p>Show students a map of Greece and a few pictures of the landscape. Ask them exploratory questions such as: What is the land like? What crops do you think would grow well? Where might they get other resources to live?</p> <p>Read a short excerpt on farming and sea trade such as page 7 of <i>The Greeks</i> by Sally Hewitt or page 22 of <i>Cooking in World Culture: Food and Cooking in Ancient Greece</i> by Clive Gifford. Use a class t-chart to document any important facts and the key vocabulary sheet to note any important words.</p>
Work Period:	<p>5 Minutes - Explain that students will be pretending to be ancient farmers or sea traders today. Everyone will be given a specific job and a list of goods that they need (depending on the size of the class, two students can represent one good or buddy together as sea traders). Explain that only the sea traders can visit the farmers. Discuss bartering and explain that they must use this to trade goods.</p> <p>8 Minutes - Have students act out trading and bartering with the farmers staying at their stations and the sea traders moving around to different stations.</p> <p>2 Minutes - Pause and have students discuss how bartering is going. Give the sea traders the coins and have them continue trading.</p> <p>8 Minutes - Have the students continue trading but with the use of coins. At this point you could also have them switch roles.</p> <p>10 Minutes - End the activity with students writing about their experience and how it was different from the way they shop now.</p>
Closing:	Exit Slip- What have you learned about ancient Greece? What do you want to know more about?

You are a grain farmer in Italy.

You need: Olives, Herbs, a Goat, and Timber

Grain	Grain	Grain	Grain	Grain
Grain	Grain	Grain	Grain	Grain
Grain	Grain	Grain	Grain	Grain
Grain	Grain	Grain	Grain	Grain
Grain	Grain	Grain	Grain	Grain

You are an olive farmer in Greece.

You need: Herbs, a Goat, Grapes and Linen.

Olives	Olives	Olives	Olives	Olives
Olives	Olives	Olives	Olives	Olives
Olives	Olives	Olives	Olives	Olives
Olives	Olives	Olives	Olives	Olives
Olives	Olives	Olives	Olives	Olives

You are an herb farmer in Greece.

You need: A Goat, Grapes, Honey, and Gems.

Herbs	Herbs	Herbs	Herbs	Herbs
Herbs	Herbs	Herbs	Herbs	Herbs
Herbs	Herbs	Herbs	Herbs	Herbs
Herbs	Herbs	Herbs	Herbs	Herbs
Herbs	Herbs	Herbs	Herbs	Herbs

You are a goat farmer in Greece.

You need: Grapes, Honey, Pottery, and Papyrus.

Goat	Goat	Goat	Goat	Goat
Goat	Goat	Goat	Goat	Goat
Goat	Goat	Goat	Goat	Goat
Goat	Goat	Goat	Goat	Goat
Goat	Goat	Goat	Goat	Goat

You are a grape farmer (Vineyard Owner) in Greece.

You need: Honey, Pottery, Grain, and Timber

Grapes	Grapes	Grapes	Grapes	Grapes
Grapes	Grapes	Grapes	Grapes	Grapes
Grapes	Grapes	Grapes	Grapes	Grapes
Grapes	Grapes	Grapes	Grapes	Grapes
Grapes	Grapes	Grapes	Grapes	Grapes

You are a honey farmer (Beekeeper) in Greece.

You need: Pottery, Grain, Olives, and Linen.

Honey	Honey	Honey	Honey	Honey
Honey	Honey	Honey	Honey	Honey
Honey	Honey	Honey	Honey	Honey
Honey	Honey	Honey	Honey	Honey
Honey	Honey	Honey	Honey	Honey

You are a potter in Greece.

You need: Grains, Olives, Herbs, and Gems.

Pottery	Pottery	Pottery	Pottery	Pottery
Pottery	Pottery	Pottery	Pottery	Pottery
Pottery	Pottery	Pottery	Pottery	Pottery
Pottery	Pottery	Pottery	Pottery	Pottery
Pottery	Pottery	Pottery	Pottery	Pottery

You are a timber farmer in Italy.

You need: Olives, Herbs, a Goat, and Papyrus.

Timber	Timber	Timber	Timber	Timber
Timber	Timber	Timber	Timber	Timber
Timber	Timber	Timber	Timber	Timber
Timber	Timber	Timber	Timber	Timber
Timber	Timber	Timber	Timber	Timber

You are a linen maker in Egypt.

You need: Herbs, a Goat, Grapes, and Timber

Linen	Linen	Linen	Linen	Linen
Linen	Linen	Linen	Linen	Linen
Linen	Linen	Linen	Linen	Linen
Linen	Linen	Linen	Linen	Linen
Linen	Linen	Linen	Linen	Linen

You are a gem dealer in Egypt.

You need: A Goat, Grapes, Honey, and Linen.

Gems	Gems	Gems	Gems	Gems
Gems	Gems	Gems	Gems	Gems
Gems	Gems	Gems	Gems	Gems
Gems	Gems	Gems	Gems	Gems
Gems	Gems	Gems	Gems	Gems

You are a papyrus maker in Egypt.

You need: Grapes, Honey, Pottery, and Gems.

Papyrus	Papyrus	Papyrus	Papyrus	Papyrus
Papyrus	Papyrus	Papyrus	Papyrus	Papyrus
Papyrus	Papyrus	Papyrus	Papyrus	Papyrus
Papyrus	Papyrus	Papyrus	Papyrus	Papyrus
Papyrus	Papyrus	Papyrus	Papyrus	Papyrus

You are a sea trader who starts in Greece.

You need: Grain, Olives, Herbs, Goats, Grapes, Honey, and Pottery

Timber	Timber	Timber	Timber	Timber
Linen	Linen	Linen	Linen	Linen

You are a sea trader who starts in Italy.

You need: Olives, Herbs, a Goat, and Timber

Grain	Grain	Grain	Grain	Grain
Pottery	Pottery	Pottery	Pottery	Pottery

You are a sea trader who begins in Egypt.

You need: Pottery, Honey, Grains, and Olives

Grain	Grain	Grain	Grain	Grain
Pottery	Pottery	Pottery	Pottery	Pottery

COIN	COIN	COIN	COIN	COIN
COIN	COIN	COIN	COIN	COIN
COIN	COIN	COIN	COIN	COIN
COIN	COIN	COIN	COIN	COIN
COIN	COIN	COIN	COIN	COIN
COIN	COIN	COIN	COIN	COIN
COIN	COIN	COIN	COIN	COIN
COIN	COIN	COIN	COIN	COIN

Name _____

What was your role? _____

What was it like to trade for goods or coins? _____

How was it different than the way you and your family shop now? _____

Name _____

What was your role? _____

What was it like to trade for goods or coins? _____

How was it different than the way you and your family shop now? _____

Name _____

What have you learned about ancient Greece?	What do you want to learn about ancient Greece?

Name _____

What have you learned about ancient Greece?	What do you want to learn about ancient Greece?

Week 2: Group Research and Essay

Guiding Questions: What were the ancient Greek Olympics like?

Do I think other students should learn about them?

State Standards:

MN Writing Standard 3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

MN Speaking Standards 3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

MN Social Studies 3.4.2.5.1 History is made by individuals acting alone and collectively to address problems in their communities, state, nation, and world.

MN Social Studies 3.4.1.1.1. and 3.4.1.1.2 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

MN Reading 3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

MN Reading 3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Overview of Week 2	Opening	Work Period	Closing
<p>Day 1: Research and Vocabulary</p>	<p><i>10 Minutes</i> Post the word Olympics on the board or screen. Ask students to tell you what they know about the Olympics. Explain that this week the class will be exploring the ancient Greek Olympics together.</p> <p>Review key vocabulary through the included short activity. Read the sentences aloud and have students circle if the key vocabulary was used correctly or incorrectly. Collect the completed sheets and then discuss as a whole group.</p>	<p><i>30 Minutes</i> Model and review note-taking skills with the students and assign groups of students a topic to research based on the included guiding questions. Have them work with their partners or small groups to read about their topic and take notes. Meet with small groups as they gather information. Remind students to write down any key vocabulary and definitions as they go.</p>	<p><i>5 Minutes</i> Have groups share one or two key points that they learned about their topic. Take notes on the information shared on a document visible to all students.</p>
<p>Day 2: Sharing Information, Organizing, and Writing</p>	<p><i>10 Minutes</i> Show students a list of the writing process steps. Discuss with students what the steps will look like and where their group is.</p> <p>Review the notes the students shared yesterday. Ask students if they could use this information to write an essay. Model writing an essay with unorganized information.</p> <p>Introduce how to organize information by putting their facts into a logical order.</p>	<p><i>35 Minutes</i> If a group needs more time to research, have them use ten minutes to collect more facts.</p> <p>Next, have students work with their group to organize their notes into the graphic organizer in a logical order. First have them cut the note sheet from day 1 into note slips. When they have chosen the order, have them glue their facts from day 1 in order on an 11” by 14” sheet.</p> <p>Next, have students individually write out the answer to their question using the facts that they have organized.</p> <p>Finally, have students share their writing with other group members or with another group.</p>	<p><i>1 Minutes</i> Take a vote, have students determine if they enjoy reading about the ancient Greek Olympics or not. (Preparation for the opinion aspect of this assignment)</p>

<p>Day 3: Forming an Opinion and Organizing Information</p>	<p><i>5 Minutes</i> Review the vote taken yesterday. Ask students, do you think other students should learn about this topic? Discuss why or why not.</p>	<p><i>15 Minutes</i> Introduce students to the T.R.E.E. method of writing an opinion (Graham et. al., 2012a, p. 26). Model writing a few supporting points and discuss. Have students write out their opinion and supporting reasons on the graphic organizer.</p> <p><i>20 Minutes</i> Have students use this organizer to write a paragraph that identifies their opinion and lists the reasons that support their claim.</p>	<p><i>5 Minutes</i> Partner students together and have them read their essay (both paragraphs) to each other.</p> <p>***Collect all writing to make a copy of each content and opinion paragraph****</p>
<p>Day 4: Revise, Edit, and Rewrite</p>	<p><i>10 Minutes</i> Show the students a sample opinion paragraph that includes numerous errors. Ask students to look for errors and when one is discovered, look for any other similar errors (i.e. all punctuation or all capitalization errors.).</p> <p>Model respectfully discussing each other's work.</p>	<p><i>10 Minutes</i> Have students exchange both their content paragraph and their opinion writing with a partner. Give them ten minutes to read each other's writing and mark any editing errors. Then have partners meet and talk through what they marked.</p> <p><i>10 Minutes</i> Have students meet with a different partner to exchange the copy of their writings. Have them mark editing errors on the partner's writing and then discuss them.</p> <p><i>15 Minutes</i> Have students use the editing markings to rewrite their paragraphs on a new paper.</p>	<p><i>1 Minute</i> Have students vote on how much more time they need to rewrite their paragraphs. Have them show you 1, 5 or 10 fingers to represent how many minutes they need to finish rewriting. Use this information to guide day 5.</p>
<p>Day 5: Publish</p>	<p><i>5 Minutes</i> Introduce the day as publishing day and explain that today students will be sharing what they have worked hard to write this week. Look back at the writing process poster and have students assess what steps they have accomplished and what they will need to do today before reading their work.</p>	<p><i>10 Minutes</i> For up to ten minutes have students finish rewriting their paragraphs. If some students are finished, they can read a text on ancient Greece, write using one of the prompts from day three, or make an illustration for their writing.</p> <p><i>25 Minutes</i> Gather students together. Let them know how proud of their hard work and how excited you are to hear their writing. Have each student take a turn reading one of their paragraphs (either the content or the opinion). Be sure to do a small celebration like a special hand clap or snapping after each student reads.</p> <p>If you finish early, play a few ancient Greek inspired games or activities.</p>	<p><i>3 Minutes</i> Explain that starting next week, students will be researching and writing about their own topic about ancient Greece. Tell them they will get to become a scholar on a topic and teach everyone else in the class about it. Be joyful and excited in your presentation to build student excitement.</p>

Week 2	Day 1: Research and Vocabulary	
Objective	<p>Students will be able to identify examples of key vocabulary being used correctly and incorrectly.</p> <p>Students will be able to research their assigned topic.</p> <p>Students will be able to take appropriate notes from the text they are reading.</p>	
Materials: Students will need a copy of the vocabulary check, access to many nonfiction texts with sections on the Olympics, and copies of the topic note page for each group.	Vocabulary: City-state, Olympics, Athlete, Event, Chariot	
Opening: 10 Minutes	<p>Post the word Olympics on the board or screen. Ask students to tell you what they know about the Olympics. Explain that this week the class will be exploring the ancient Greek Olympics together.</p> <p>Tell students that before they begin reading about ancient Greece, they will be reviewing the key vocabulary that they have already learned through a short activity. Read the following sentences aloud and have students circle if the key vocabulary term was used correctly or incorrectly. Collect them (this can be used as an informal assessment of mastery) and then discuss the answers as a whole group.</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> 1) Athens was an ancient Greek city-state. <i>Correct</i> Incorrect 2) A democracy is a type of religion. Correct <i>Incorrect</i> 3) Pottery, linen, and papyrus are types of crops. Correct <i>Incorrect</i> 4) Archaeology is the study of human history where ancient items are found and studied. <i>Correct</i> Incorrect 5) An aristocrat was a famous cat that they ancient Greeks worshipped. Correct <i>Incorrect</i> 	

<p>Work Period: 30 Minutes</p>	<p>Briefly review note-taking skills with the students and assign groups of students who are of similar reading/writing ability a topic to research based on the included guiding questions. Have students work in partners or small groups to read about their topic and take notes. Meet with small groups as they gather information. Remind students to note any key vocabulary and definitions as they go.</p> <p><i>Guiding Questions:</i></p> <p>When and where was the first Olympic Games?</p> <p>Why did the Olympic games begin? What are some of the stories?</p> <p>What were the events in the ancient Greek Games? Where were they held?</p> <p>What did the winner receive? How did the winner's city-state feel about the winner? How did they show this?</p> <p>Who could participate in the ancient Greek Olympic Games? Who could watch the games?</p> <p>Fun and Interesting Facts about the ancient Greek Olympic Games</p> <p>How are the modern Olympic Games similar to the ancient Greek Olympics? How are they different from the ancient Greek Olympics?</p> <p>***Note: Assign these questions keeping in mind what information is covered in the non-fiction texts you have acquired. Also consider the level of reading and analysis that will need to be done to properly answer the question and assign that question to an appropriate group (i.e. the last question should be given to your highest group as they will need to read and analyze more text to answer this question).</p>
<p>Closing: 5 Minutes</p>	<p>Have groups share one or two key points that they learned about the topic. Take notes on the information that is shared as you will use this in the lesson tomorrow.</p>
<p>Small Group Activity or Student Support</p>	<p>To support struggling readers, group your readers who need the most support together for the work period and plan to work with them at your guided reading spot. You can either assign them the least challenging text that you have available or you can rewrite one of the texts using more familiar vocabulary. You should also have a copy of the key vocabulary words that the class has learned readily available to reference as your students read. These supports give all students access to the rich content covered by this unit and the opportunity for all students to fully participate in the assigned activity.</p>

Name _____

- 1) Athens was an ancient Greek **city-state**. Correct Incorrect
- 2) A **democracy** is a type of religion. Correct Incorrect
- 3) Pottery, linen, and papyrus are types of **crops**. Correct Incorrect
- 4) **Archaeology** is the study of human history where ancient items are found and studied. Correct Incorrect
- 5) An **aristocrat** was a famous cat that the ancient Greeks worshipped. Correct Incorrect

Name _____

- 1) Athens was an ancient Greek **city-state**. Correct Incorrect
- 2) A **democracy** is a type of religion. Correct Incorrect
- 3) Pottery, linen, and papyrus are types of **crops**. Correct Incorrect
- 4) **Archaeology** is the study of human history where ancient items are found and studied. Correct Incorrect
- 5) An **aristocrat** was a famous cat that the ancient Greeks worshipped. Correct Incorrect

When and where was the first Olympic Games?

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Why did the Olympic Games begin? What are some of the stories?

- _____

- _____

- _____

- _____

- _____

- _____

What were the events in the ancient Greek Olympics? Where were they held?

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•

What did the winner receive? How did the winner's city-state feel about the them? How did the people of the city-state show this?

- _____

- _____

- _____

- _____

- _____

- _____

Who could participate in the ancient Greek Olympic Games? Who could watch the games?

• _____

• _____

• _____

• _____

• _____

• _____

Fun and Interesting Facts about the ancient Greek Olympic Games

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How are the modern Olympic Games similar to the ancient Greek Olympics? How are they different from the ancient Greek Olympics?

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Week 2	Day 2: Sharing Information, Organizing Notes, and Writing	
Objective	<p>Students will be able to organize the notes they have taken.</p> <p>Students will be able to create an outline.</p> <p>Students will be able to use their outline to write an organized paragraph.</p>	
Materials: Groups will need a writing process document, an 11” by 14” sheet, and scissors, tape or glue. Each student will need a writer’s notebook or copy of the drafting sheet.	Vocabulary: City-state, Olympics, Athlete, Event, Chariot	
Opening: 10 Minutes	<p>Show them a list of the writing process steps. Discuss with students what the steps will look like for this project. Have groups self-assess where they are in the writing process and begin with the appropriate activity.</p> <p>Review some of the notes the students shared yesterday. Model putting a few in order and ask if you were to write a paragraph with these facts, would it make sense in the current order? How can we organize these ideas more logically?</p> <p>Model how to organize information by putting facts into a logical order.</p> <p>Sample Facts to Organize:</p> <p style="padding-left: 40px;">Later, people from Europe and Africa took part in the Olympics (#2)</p> <p style="padding-left: 40px;">At first, only Greeks participated in the ancient Olympics. (#1)</p> <p style="padding-left: 40px;">The athletes were treated like celebrities when they went home. (#4)</p> <p style="padding-left: 40px;">When they won, athletes were given a laurel wreath to wear on their head. (#3)</p> <p>After organizing the facts, model writing an introduction sentence that tells the reader the topic of the paragraph.</p>	

<p>Work Period: 35 Minutes</p>	<p>If a group needs more time to research, have them use ten minutes to collect more facts. They need to collect at least 3-5 relevant facts before they can begin writing.</p> <p>Next, have students work with their group to organize their notes into the graphic organizer in a logical order. First have them cut the note sheet from day 1 into note slips. When they have chosen the order, have them glue their facts from day 1 in order on an 11” by 14” sheet.</p> <p>After they have organized their facts, have students individually write out the answer to their group question or prompt in paragraph form using the facts that they have organized.</p>
<p>Closing: 1 Minute</p>	<p>Close class with a large group vote. Ask students if they enjoy reading about ancient Greece or not. Write down the results of the vote on the board or somewhere where you can later review it. This is preparation for the opinion aspect of this assignment.</p>
<p>Small Group Activity or Student Support</p>	<p>Meet with your groups individually to discuss their passage, the quality of notes they have taken, the order that they have chosen to sort their notes and/or the answers they have written to their research question or prompt.</p> <p>To support your struggling writers, provide sentence starters that will help them answer their question and allow them to fill in the information that they have gathered during the research period. For example, if their question is “what did the winner of an Olympic event receive?” you could give students the sentence frame “The winner of an Olympic event received” Take this opportunity to highlight how the words used in the question can be reorganized into an answer to the question.</p>

Writing Process

Prewriting	<p>1) Collect 3- 5 facts that are about your topic or answer your question.</p> <p>2) Organize your facts into an order that makes sense and glue to your group’s poster</p>	<hr/> <hr/>
Writing	<p>Using your group’s info poster, write a paragraph about your topic.</p> <ul style="list-style-type: none"> + Begin with an introduction that states what you studied. + Next write about the 3-5 facts your group gathered. + Finally, end with a conclusion statement that wraps up your paragraph or reminds the reader of your topic. 	<hr/> <hr/>
Revising	<p>Reread your writing.</p> <p>Does my writing make sense?</p> <p>Do I need to add or take away anything to make it flow better?</p> <p>Have I used the best words to say what I mean?</p> <p>Rewrite</p>	<hr/> <hr/>
Editing	<p>Reread your writing.</p> <p>Does each sentence begin with a capital letter?</p> <p>Does each paragraph begin with an indentation?</p> <p>Are my words spelled correctly?</p> <p>Does each sentence end with a punctuation mark (. ! ?)?</p> <p>Rewrite</p>	<hr/> <hr/>
Publishing	<p>Rewrite or Type a copy of your writing.</p> <p>If time, add appropriate illustrations to your work.</p> <p>Share with your classmates.</p>	<hr/> <hr/>

Week 2	Day 3: Forming an Opinion and Organizing Information	
Objective	Students will be able to form an appropriate opinion and support it with strong, relevant reasons.	
Materials: Students will need a writer’s notebook or a copy of the T.R.E.E. document and a copy of the draft document. They may also need copies of the fiction prompts if they complete the assignments.	Vocabulary: City-state, Olympics, Athlete, Event, Chariot	
Opening: 5 Minutes	Review the vote taken yesterday. Ask students, do you think other students should learn about this topic? Discuss why or why not.	
Work Period: 35 Minutes	<p>15 Minutes - Introduce students to the T.R.E.E. method of writing an opinion. “Tell what they believe. (State a topic sentence.) • Provide three or more Reasons. (Why do I believe this?) • End it. (Wrap it up right.) • Examine. (Do I have all my parts?)” (Graham et. al., 2012a, p. 26). Name the opinion question they are to answer: “Do you think other students should learn about the ancient Greek Olympics?” Discuss a few examples of supporting points. Have students write out their opinion and supporting reasons on the graphic organizer.</p> <p>20 Minutes - Have students use this organizer to write a paragraph that identifies their opinion and lists the reasons that support their claim.</p> <p>If they finish writing before the writing time is over, have them reread their writing to make sure they have included all of the assigned parts. When they have done this, have students either independently read a non-fiction text on ancient Greece or write using one of the included fiction prompts.</p>	
Closing: 5 Minutes	Partner students together and have them read their essay to each other.	
Small Group Activity or Student Support	Encourage your reluctant writers to discuss their opinion and supporting reasons with their groups, allowing them to fully formulate their ideas before writing them down. You can do this as a small guided group with your support. Also use this time to remind students of the key vocabulary that they will need to use to best express their ideas.	

<p>Tell what you believe</p>	<hr/> <hr/> <hr/>
<p>Reasons: Write 3-5 reasons of why you believe this</p>	<p>1) _____ _____ _____</p> <p>2) _____ _____ _____</p> <p>3) _____ _____ _____</p> <p>4) _____ _____ _____</p> <p>5) _____ _____ _____</p>
<p>End it</p>	<hr/> <hr/> <hr/>
<p>Examine</p>	<p>Do I have all of my parts? _____</p>







Graham, S., Bollinger, A., Olson, C. B., D'Aoust, C., MacArthur, C., McCutchen, B., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers.* (). Washington, D.C.: U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf

Week 2	Day 4: Revise, Edit, and Rewrite
Objective	Students will be able to edit their peer's writing. Students will be able to revise their own writing with the suggestions from their peers and rewrite their essay.
Materials: Students will need a copy of the sample paragraph, photocopies of each other's writing, a writer's notebook or a copy of the draft document.	Vocabulary: City-state, Olympics, Athlete, Event, Chariot
Opening: 10 Minutes	<p>Give students the sample opinion paragraph that includes numerous errors. Ask students to look for errors and when one is discovered, look for any other similar errors (i.e. all punctuation or all capitalization errors.).</p> <p>() I believe that kids should learn about the Olympics in ancient Greece. It is really fun to read about the Olympics. You can find out what events were done by the Greeks and what events are new in today's Olympics. You may want to be in the Olympics when you are older. Reading about the Olympics helps you know what sports you can try. All kids should read about the Olympics.</p>
Work Period: 35 Minutes	<p>Have students exchange both their content paragraph and their opinion writing with a partner. Give them ten minutes to read each other's writing and mark any editing errors. Then have partners meet and talk through what they marked.</p> <p>Have students meet with a different partner to exchange the copy of their writings. Have them mark editing errors on the partner's writing and then discuss them.</p> <p>Have students use the editing markings to rewrite their paragraphs on a new paper.</p>
Closing: 1 Minute	Have students vote on how much more time they need to rewrite their paragraphs. Have them show you 1, 5 or 10 fingers to represent how many minutes they need to finish rewriting. Use this information to guide instruction on day 5.
Small Group Activity or Student Support	In your guided small group, model looking for each discussed grammatical error. Next, encourage the students to edit each other's work, looking for the specific, modeled error. For example, explain ending punctuation and model reading an essay while looking for the punctuation. Next, have your small group read for errors in ending punctuation. After that, highlight another key grammar rule and how it looks in writing.

Sample Opinion Paragraph

I believe that kids should learn about the olympics in ancient Greece. It is really fun to read about the Olympics. You can find out what events were done by the greeks and what events are new in todays Olympics? You may want two be in the Olympics when you are older. Reading about the Olympics helps you no wat sports you can try. All kids should read about the olympics,

What to look for:

- 1) Does it begin with an indent? If no, draw an arrow. 
- 2) Does each sentence start with a capital letter? If no, underline 3 time. 
- 3) Do all of the proper nouns start with a capital? If no, then underline 3 times. 
- 4) Are all of the words spelled correctly? If no, circle the misspelled words. 
- 5) Do all of the sentences end with the correct punctuation mark? If no, circle the missing or incorrect punctuation. 
- 6) Do all of the sentences make sense? If no, underline the confusing part and put a ? by it.
- 7) Are all of the key vocabulary words used correctly? If not, put a rectangle around it. 

Week 2	Day 5: Publish
Objective	Students will be able to share their writing with their peers. Students will be able to respectfully listen and discuss their peers' work.
Materials: If you plan to play one of the suggested games, you will possibly need a paper torch, cups to stack, and/or a bean bag toss game.	Vocabulary: City-state, Olympics, Athlete, Event, Chariot
Opening: 5 Minutes	Introduce the day as publishing day and explain that today students will be sharing what they have worked hard to write this week. Look back at the writing process poster and have students assess what steps they have accomplished and what they will need to do today before publishing their work.
Work Period: 35 Minutes	<p>For up to ten minutes, have students finish rewriting their paragraphs. If some students are finished, they can read a text on ancient Greece, write using one of the prompts from day three, or make an illustration for their writing.</p> <p>Gather students together. Let them know how proud of their hard work you are and how excited you are to hear their writing. Take a moment to review what a respectful listener looks like and sounds like. If helpful for your class, display a few respectful sentence starters such as, "I really liked your..." or "I learned [.....] from your writing." Have students each take a turn reading one of their paragraphs (either the content or the opinion). Be sure to do a small celebration like a special hand clap or snapping after each student reads.</p> <p>If you finish early, play a few ancient Greek inspired games such as:</p> <p>Pass the Torch - Have students spread out around the periphery of the classroom. Hand the first student a paper torch and have them slow-motion run it to the next person. Repeat this until the torch has made it back to the front of the room. You can make it a timed game. Have students see if they can work together to accomplish passing the torch in under 5 minutes and then under 3 minutes.</p>

Statues – Have students create “statues” by gathering as a group and freezing their bodies. First you will call out a number such as “5” and give students the count of 10 to freeze in a group of five as a statue. Have them try to hold that pose for 30 seconds. Then call out another number and have students create a new statue. If there are any students who could not make a group have them pose as a small group near you.

Mini-Olympics- Create a few stations where students can participate in a mini classroom Olympics. Have items available for simple activities such as tower building using cups, empty wall space for a wall sit challenge (who can rest up against a wall the longest while sitting as if they were on a chair), bean bag toss, and any other safe and classroom appropriate game that students could play in small groups.

Closing:
3 Minutes

Explain that starting next week, students will be researching and writing on their own topic about ancient Greece. Tell them they will get to become a scholar on a topic and teach everyone else in the class about it. Be joyful and excited in your presentation to build student excitement.

Week 3: Individual Research and Writing

Guiding Question: What do I know and want to know about my topic?

State Standards:

MN Writing Standard 3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

MN Writing 3.6.7.7 Conduct short research projects that build knowledge about a topic.

MN Speaking Standards 3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

MN Social Studies 3.4.2.5.1 History is made by individuals acting alone and collectively to address problems in their communities, state, nation, and world.

MN Social Studies 3.4.1.1.1. and 3.4.1.1.2 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

MN Reading 3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

MN Reading 3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Overview of Week 3	Opening	Work Period	Closing
<p>Day 1: Assign Topics, Ask Questions, Begin Research</p>	<p><i>10 Minutes</i> Review some of the important information you have discovered as a class about ancient Greece. Explain to students that they will be researching and writing their own opinion piece about an ancient Greek topic.</p> <p>Show them the writing process poster or give them their own copy of the writing process document. Briefly discuss the steps and explain that they will begin by researching their topic and writing notes down.</p>	<p><i>5 – 10 Minutes</i> Give students their topics. Have them create a t-chart in their notebook or give them a copy of the provided sheet. Have them answer “What I know about _____” first and then respond to, “What I want to know about _____,” next.</p> <p><i>5 Minutes</i> Gather the students together and explain that they will be using the non-fiction texts to research their topic. Show them the table of contents of a nonfiction text and model how to look for their topic. Open to a specific page and model how to use the glossary to define a word and encourage students to write down the key vocabulary words and definitions as they research.</p> <p><i>20 Minutes</i> Have students independently read various texts about their assigned topics. Have them write down any key vocabulary words and notes that are important.</p>	<p><i>1 Minute</i> Take a quick vote: Did you learn something new about your topic today? Thumbs up for yes, thumbs down for no.</p>
<p>Day 2: Research with Non-Fiction Texts</p>	<p><i>5 – 10 Minutes</i> Have students share one thing they have learned about their topic and one thing they hope to learn with a partner.</p> <p>Gather students back together and model note taking. Remind students that they are to write down ideas in their own words and not to copy the exact sentences.</p>	<p><i>30 Minutes</i> Have students independently read various texts that have been collected to gather information about their topic.</p> <p>Meet with small groups or individuals during this work period to check on progress or give further support.</p>	<p><i>5 Minutes</i> Have students look over all of the notes that they have written down. Have them put a mark next to the three to five most important pieces of information that they have noted. Remind them that they are the scholars on this topic and will use this information to teach everyone else about this topic.</p>

<p>Day 3: Computer Lab Research</p>	<p><i>5 Minutes</i> Explain that today you all will be doing research in the computer lab. Ask students, “why is it important to be wise when looking up information on the computer?” Discuss answers. If this does not come up, remind students that not everything on the internet is accurate or appropriate. At this time, tell them the websites or tools that they are allowed to use to research their topics. Remind them to take notes on the key pieces of information and vocabulary that they come across.</p>	<p><i>40 Minutes</i> Have students research their topics at the computer lab or on other digital research tools (i.e. iPads or Chrome Books). If students finish early, have them practice typing by typing their notes into a word processing program, have them write a fictional creative writing story about their topic, or have them illustrate something related to their topic.</p>	<p><i>1 Minute</i> Have students reread the notes that they have gathered from their research today and put a mark on the most important facts.</p>
<p>Day 4: Organize Information</p>	<p><i>10 Minutes</i> Have students participate in a mini celebration like a hand clap or cheer to celebrate their hard work. Display the list of notes on a screen or board where all students can see. Ask students to identify the most important notes? Why are these most important?</p>	<p><i>20 Minutes</i> Have students review their notes and choose 3-5 that are most important to their topic. Have them rewrite those notes on note cards or on the card sheet provided. When student have completed writing out their note cards, have them cut them out and organize them in a logical order. Next, have them partner with another student who is at this stage and have them share their notes. Ask students to discuss with each other if the order made sense, if they learned anything new, if all of the key vocabulary was used correctly, and if there is anything else that they need to write</p>	<p><i>15 Minutes</i> Gather students and introduce Key Vocabulary Bingo. Give students a bingo board and ask them to write or glue the key vocabulary words on their board. Read the definition and have them cover the space. When they have three in a row, they call out bingo. Read the definition of each word they have covered and as a class vote to determine if that was</p>

	<p>Next have students decide what order these notes would go in if you were writing using them. Discuss why they chose that order.</p>	<p>down. If time, have them meet with another partner to discuss their topic.</p> <p>Note: If students need more research time, they should first complete gathering information before they identify key facts and organize them.</p>	<p>the correct word. If it is an accurate bingo, give that student or students a special cheer and start again.</p>
<p>Day 5: Introduction and Conclusion, Organize Information, and Begin Writing</p>	<p><i>10-15 Minutes</i> Show students the organized notes. Identify that they are in a logical order now.</p> <p>Explain that writers introduce their topic so that their readers know what they are going to learn about. As a group, practice coming up with introduction sentences for the sample notes on the Olympics.</p> <p>Explain that writers also end their writing with a conclusion that wraps up their writing. Have students work in small groups to come up with a conclusion for the sample notes.</p>	<p><i>25 Minutes</i> Give students a copy of the outline document. Have them copy in their notes in the order they determined in day four. Have them then write an introduction presenting their topic and a conclusion sentence that wraps it up.</p> <p>If students finish creating an outline, they can begin writing out their paragraph on their topic. Remind students to use key vocabulary in their writing to more clearly describe their topic.</p>	<p><i>5 Minutes</i> Have students self-assess using the writing process document or a list posted for the class to read. What steps of the writing process have I completed so far? What do I need to do next? What help do I need to complete the next step?</p>

Week 3	Day 1: Assign Topics, Ask Questions, and Begin Research	
Objective	<p>Students will be able to review what they know and want to know about their assigned topic.</p> <p>Students will be able to read about their topic and take appropriate notes.</p>	
Materials: Students will need a writer’s notebook or copies of the know/want-to-know t-chart, They will also need a copy of the note taking document, a copy of the writing process document, and a copy of the key vocabulary sheet. They will need access to many nonfiction texts on ancient Greece available.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 10 Minutes	<p>Ask students to name some of the important information you have discovered as a class about ancient Greece. Explain to students that they will be researching and writing their own opinion piece about an ancient Greek topic.</p> <p>Show them the writing process poster or give them their own copy of the writing process document. Briefly discuss the steps and explain that they will begin by researching their topic and writing notes down. Also show them a copy of the writing rubric. Explain that their writing should include all of the outlined items in the rubric.</p>	

<p>Work Period: 35 Minutes</p>	<p>5 – 10 Minutes - Give students their topics. Have them create a t-chart in their notebook or give them a copy of the provided sheet. Have them answer “What I know about _____” first and then respond to, “What I want to know about _____,” next.</p> <p>10 Minutes - Gather the students together and explain that they will be using the non-fiction texts to research their topic. Show them the table of contents of a non-fiction text and model how to look for their topic. Open to a specific page, identify key vocabulary, and model how to use the glossary to define a word. Encourage students to write down the key vocabulary words and definitions as they research. Also, model note-taking by writing out an appropriate note from the passage.</p> <p>15 Minutes - Have students work independently to read about their assigned topics. Have them write down any key vocabulary words and note the important facts that they learn.</p>
<p>Closing: 1 Minute</p>	<p>Take a quick vote: Did you learn something new about your topic today? “Thumbs up for yes, thumbs down for no.”</p>
<p>Small Group Activity or Student Support</p>	<p>During the first portion of the work period, meet with a small group of students. Give them the sentence frames, “I know...” and a “I want to know.” This will support reluctant writers in answering the questions. A modified t-chart can be found below.</p> <p>During the independent work period, assign the small group or the individual you are working with a passage to read with you. Highlight any key vocabulary words that they will need to know for reading and writing about their topic. Model note-taking for them and guide them to write notes about the passage they are reading.</p>

Our Essay Rubric

Category	1	2	3
Content	Used no key facts from research and notes	Used 1-2 key facts from research and notes	Used 3 or more key facts from research
Opinion	No opinion stated Or No Supporting Reasons	Opinion supported by 1 or 2 Reasons Or Reasons are unrelated or silly	Opinion supported by three clear and related reasons
Vocabulary	No key vocabulary used Or Key Vocabulary used incorrectly	Used 1-2 Key Vocabulary Word/s Correctly	Used 3 or more Key Vocabulary Words Correctly
Organization	Ideas are in a random order And No introduction or conclusion	Some ideas grouped together but some randomly added Or Missing either an introduction or a conclusion	Ideas are organized in a logical order Introduction and conclusion included in both sections
Mechanics	Many spelling, grammar, and punctuation errors	Five or fewer spelling, grammar, and punctuation errors	Three or fewer spelling, grammar, and punctuation errors

Name _____

What I know about _____ .

What I want to know about _____ .

Name _____

What I know about _____

What I want to know about _____?

I know _____

I want to know _____

I know _____

I want to know _____

I know _____

I want to know _____

Key Vocabulary

Name _____

Topic: _____

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

Name _____

Topic: _____

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

Writing Process for My Opinion Essay

Prewriting	<p>1) Collect at least key 3- 5 facts about your topic.</p> <p>2) Organize your facts into an order that makes sense and write them down in order.</p>	<hr/> <hr/>
Writing	<p>Using your organized notes, write a paragraph about your topic.</p> <ul style="list-style-type: none"> + Begin with an introduction that states what you studied. + Next write about the 3-5 facts you have gathered. + Finally, end with a conclusion statement that wraps up your paragraph or reminds the reader of your topic. 	<hr/> <hr/>
Revising	<p>Reread your writing.</p> <p>Does my writing make sense?</p> <p>Do I need to add or take away anything to make it flow better?</p> <p>Have I used the best words to say what I mean?</p> <p>Rewrite</p>	<hr/> <hr/>
Editing	<p>Reread your writing.</p> <p>Does each sentence begin with a capital letter?</p> <p>Does each paragraph begin with an indentation?</p> <p>Are my words spelled correctly?</p> <p>Does each sentence end with a punctuation mark (. ! ?)?</p> <p>Rewrite</p>	<hr/> <hr/>
Publishing	<p>Type a copy of your writing.</p> <p>If time, add appropriate illustrations to your work.</p> <p>Share with your classmates.</p>	<hr/> <hr/>

Week 3	Day 2: Research with Non-Fiction Texts	
Objective	Students will be able to read about their topic and take appropriate notes.	
Materials: Students will need a writer’s notebook or copies of the know/want-to-know t-chart, They will also need a copy of the note taking document, a copy of the writing process document, and a copy of the key vocabulary sheet. They will need access to many nonfiction texts on ancient Greece available.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 5-10 Minutes	<p>Have students share one thing they have learned about their topic and one thing they hope to learn with a partner.</p> <p>Gather students back together and model appropriate note-taking. Remind students that they are to write down ideas in their own words and not to copy the exact sentences.</p>	
Work Period: 30 Minutes	<p>Have students independently read various texts that have been collected to gather information about their topic.</p> <p>Meet with small groups or individuals during this work period to check on progress or give further support.</p>	
Closing: 5 Minutes	<p>Have students look over all the notes that they have written down. Have them put a mark next to the three to five most important pieces of information that they have noted. Remind them that they are the scholars on this topic and will use this information to teach everyone else about this topic.</p>	
Small Group Activity or Student Support	<p>During the work period, you can meet with a variety of groups to support student writing. For your struggling readers/writers, you can have them read a text together as a small group and take notes together.</p> <p>For all guided groups, you can use this as a time to review key vocabulary. Have them play a game of match with the words and definitions. You could also have them each take a word and come up with a sentence where it is used correctly and one where it is used incorrectly. The other students then will try to guess which sentence is which.</p> <p>You can also use the work period to hold conferences with individual students, noting what resources they have used. You can also check how many notes they have taken and the quality and relevance of those notes. This would be a great time to informally assess how students are using the key vocabulary. Are they using the words in their notes? Do they understand them in context as they read them in their research book?</p>	

Week 3	Day 3: Computer Lab Research
Objective	Students will be able to read about their topic and take appropriate notes. Students will be able to use the computer and the internet appropriately.
Materials: Students will need access to a computer lab or a classroom set of laptops. Students will also need a note-taking sheet or writer’s notebook.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus
Opening: 5 Minutes	Explain that today students will be doing research in the computer lab. Ask students, “why is it important to be wise when looking up information on the computer?” Discuss answers. If this does not come up, remind students that not everything on the internet is accurate or appropriate. At this time, tell them the websites or tools that they are allowed to use to research their topics. Remind them to take notes on the key pieces of information and vocabulary that they come across
Work Period: 40 Minutes	Have students research their topics at the computer lab or on other digital research tools (i.e. iPads or Chrome Books). If students finish early, have them practice typing by typing their notes into a word processing program, have them write a fictional creative writing story about their topic, or have them illustrate something related to their topic.
Closing: 1 Minute	Have students reread the notes that they have gathered from their research today and put a mark on the most important facts.
Small Group Activity or Student Support	This would be a great time to hold individual conferences. During the conference you can check how many notes students have taken and the quality and relevance of those notes. Use this time to informally assess how students are using the key vocabulary. Are they using the words in their notes? Do they understand them in context as they read them in their research book?

Student Conference Document

Student Name _____

Student Topic _____

Number of Notes _____ Quality of Notes: Poor Fair Good Excellent

Key Vocabulary used by student during conference _____

Next Steps _____

Student Conference Document

Student Name _____

Student Topic _____

Number of Notes _____ Quality of Notes: Poor Fair Good Excellent

Key Vocabulary used by student during conference _____

Next Steps _____

Student Conference Document

Student Name _____

Student Topic _____

Number of Notes _____ Quality of Notes: Poor Fair Good Excellent

Key Vocabulary used by student during conference _____

Next Steps _____

Week 3	Day 4: Organize Information	
Objective	Students will be able to organize their notes into a logical order.	
Materials: Students will need their notes from the research days. They will need note cards or a copy of the note card document. They will need a copy of the Key Vocabulary Bingo sheet along with scissors and glue.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 10 Minutes	<p>Have students participate in a mini celebration like a hand clap or cheer to celebrate their hard work.</p> <p>Display the included list of notes on a screen or board where all students can see. Ask students to identify the most important notes? Discuss, “why are these most important?”</p> <p>Next have students decide what order these notes would go in if you were using them to write about a topic. Discuss why they chose that order. Model writing or pasting the notes in the chosen order to create an outline.</p>	
Work Period: 20 Minutes	<p>Have students review their notes and choose 3-5 that are most important to their topic. Have them rewrite those notes on note cards or on the card sheet included.</p> <p>When students have completed writing out their note cards, have them cut out and organize the cards in a logical order. When they have done this, have them partner with another student who is at this stage and have them share their notes. Ask students to discuss with each other if the order made sense, if they learned anything new, if all the key vocabulary was used correctly, and if there is anything else that they need to write down. If time, have them meet with another partner to discuss their topic.</p>	
Closing: 15 Minutes	<p>Gather students and introduce Key Vocabulary Bingo. Give students a bingo board and ask them to write or glue the key vocabulary words on their board. Read the definition and have them cover the space. When they have three in a row, they call out bingo. Read the definition of each word they have covered and as a class, vote to determine if that was the correct word. If it is an accurate bingo, give that student or students a special cheer and start again.</p>	
Small Group Activity or Student Support	<p>With your small groups, have students share their top 3-5 facts and the order that they are thinking of organizing them. Let their peers offer feedback. Your first few groups should be your students who struggle with completing the independent task of organizing their notes and rewriting them. The later groups will use this as an opportunity to discuss the order they have already chosen and their reason for that order.</p>	

Topic: The Olympics

_____ The winners of an event were given a laurel wreath and a palm frond.

_____ In the first Olympics, there was only one event, called the "stadion" where the athletes would run 220 yards.

_____ The Greek Olympics seemed kind of boring.

_____ Other events that were added to the Greek Olympics were boxing, long jump, chariot-racing, and discus throwing.

_____ The first Olympics that was recorded happened in 776 B.C.E.

_____ There are sculptures made to look like the athletes.

_____ The ancient Greek Olympics were held every four years.

_____ The Olympics were held on important spots because they thought it would please their gods.

_____ The athletes were strong.

Name _____ Topic:	Name _____ Note:
Name _____ Note:	Name _____ Note:
Name _____ Note:	Name _____ Note:

Key Vocabulary Bingo

Citizen	Democracy	Papyrus	Archaeology
City-State	Event	Civilization	Artifacts
Aristocrat	Bartering	Crop	Chariot

Week 3	Day 5: Introduction and Conclusion, Organize Information, Begin Writing	
Objective	Students will be able to write an introduction and conclusion. Students will be able to use their organized information to write a draft of their research essay.	
Materials: Students will need a copy of the outline document and the self-assessment document. Those who are ready to write will need a draft document or a writer's notebook.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 10-15 Minutes	<p>Show students the organized notes from the previous day. Discuss how they are in a logical order now.</p> <p>Explain that writers introduce their topic so that their readers know what they are going to learn about. As a group, practice coming up with introduction sentences for the sample notes on the Olympics. Model this skill by writing a clear and concise introduction sentence.</p> <p>Explain that writers also end their writing with a conclusion that wraps up their writing. Have students work in small groups to come up with a conclusion for the sample notes. Discuss their sentences and highlight one exemplary conclusion.</p>	
Work Period: 25 Minutes	<p>Give students a copy of the outline document. Have them copy their notes in the order they determined on day four. Have them then write an introduction sentence introducing their topic and a conclusion sentence that wraps it up.</p> <p>If students finish creating an outline, they can begin writing out their paragraph on their topic. Remind students to use key vocabulary in their writing to more clearly describe their topic.</p>	
Closing: 5 Minutes	Have students self-assess. "What steps of the writing process have I completed so far? What do I need to do next? What help do I need to complete the next step?"	
Small Group Activity or Student Support	Support your struggling writers with sentence frames for their introductions and conclusions. In a small group, show them 2-3 examples of strong introduction sentences. Then have them fill in a sentence frame for their introduction such as, "I read about _____," or "My topic is _____." After they have written out their introductions, have them share them with their group. Show them 2-3 model conclusion sentences and have your students return to their independent workspace to write their conclusion sentence with a sentence frame and complete their outline by filling their key facts.	

Topic: The Olympics

Introduction: _____

- 1) The first Olympics that was recorded happened in 776 B.C.E.
- 2) The ancient Greek Olympics were held every four years.
- 3) The Olympics were held on important spots because they thought it would please their gods.
- 4) In the first Olympics, there was only one event called the "stadion" where the athletes would run 220 yards.
- 5) Other events that were added to the Greek Olympics were boxing, long jump, chariot-racing, and discus throwing.
- 6) The winners of an event were given a laurel wreath and a palm frond.

Conclusion _____

Name _____

Introduction _____

1) _____

2) _____

3) _____

4) _____

5) _____

Conclusion: _____

Name _____

Introduction: I read about

1) The first thing I learned was

2) Next, I learned

3) I also found out that

4) Additionally

5) Lastly, I learned that

Conclusion: In conclusion,

Name _____

Check off the steps you have completed so far:

I have:

_____ Read About My Topic _____ Chosen at least 3-5 key facts about the topic
_____ Organized my key facts _____ Written down my key facts on my outline
_____ Written my Introduction _____ Written my Conclusion

What do I need to do next? _____

What help do I need to do the next step? _____

Name _____

Check off the steps you have completed so far:

I have:

_____ Read About Topic _____ Chosen at least 3-5 key facts about the topic
_____ Organized my key facts _____ Written down my key facts on my outline
_____ Written my Introduction _____ Written my Conclusion

What do I need to do next? _____

What help do I need to do the next step? _____

Week 4: Drafting and Editing

Guiding Questions: Do I think other students should learn about my topic?

How can I support my opinion in my writing?

State Standards:

MN Writing Standard 3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section

MN Writing Standard 3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)

MN Speaking Standards 3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

Overview of Week 4	Opening	Work Period	Closing
<p>Day 1: Opinion Formation and Support</p>	<p><i>5 Minutes</i> Tell students that today is Opinion Day. Ask them if they remember what an opinion is. Also ask them to name what writers do when they write about an opinion (they support it with reasons).</p> <p>Tell students that they will be writing about their own opinions today. Show them a copy of the opinion worksheet that they will be filling out and answer any questions they have.</p>	<p><i>25 Minutes</i> Have students fill out the T. R. E. E. opinion sheet about their topic.</p> <p>If students finish this before the work period is over, have them begin writing their ideas in paragraph form, read a non-fiction Greek text, or write using one of the fiction prompts from week 2.</p> <p><i>10 Minutes</i> Have students partner up and share their written opinions. Ask the listeners to respond by retelling the writer what their opinion was and what the 3-5 reasons were. If time, have students meet with a second partner.</p>	<p><i>5 Minutes</i> Have students reflect on sharing their opinion with others. Did the listeners know what your opinion was? Did your reasons make sense? Is there anything you need to improve or change?</p>
<p>Day 2: Writing Day (Research and Opinion)</p>	<p><i>5 Minutes</i> Encourages students by reminding them of all they have accomplished and how they are now scholars on their topic.</p> <p>Explain that today will be a special writing day. Go over all expectations of students during this time and show them where all of their materials are.</p>	<p><i>40 Minutes</i> Have students collect their materials and begin writing their paragraphs. If they are finished with writing out both their research and opinion paragraphs, they can write a creative story using the prompts from week two or create their own.</p>	<p><i>1 Minutes</i> End writing day with a fun cheer or clap to celebrate their hard work.</p>
<p>Day 3: Write, Revise</p>	<p><i>10 Minutes</i> Show students the essay rubric. Discuss what a rubric is and how it can help them revise their essay. Ask them to look at the rubric and</p>	<p><i>30 Minutes</i> Give students a copy of the revising checklist. Have them reread their essays and answer the questions on the checklist. If they answered no to any of the questions, have them make a plan to fix the issue.</p>	<p><i>5 Minutes</i> Ask students to share one thing they have worked hard on in writing class.</p>

	<p>determine what the numbers mean.</p> <p>Share a sample essay that you have written. Model asking yourself the revising checklist questions and correcting your errors.</p>	<p>Have students rewrite their paragraphs on a new paper making changes wherever they identified errors using the revising checklist. Collect these drafts to make a photocopy for later use.</p>	
<p>Day 4: Editing Boot Camp</p>	<p><i>5 Minutes</i> Let students know how proud you are of their hard work. Explain that they will be practicing their editing skills today by participating in editing boot camp.</p>	<p><i>35 Minutes</i> Divide the class into small groups and send each group to a station. Give them 5 minutes at each station and one minute to transition.</p>	<p><i>5 Minutes</i> Ask students why they think editing a paper is important? Write responses on a poster or smart board that can be viewed later.</p>
<p>Day 5: Edit a Peer's Writing and Revise Writing</p>	<p><i>5 Minutes</i> Tell students that today is editing day for their writing. Explain that they will be editing two classmates' writing and then revising their writing. Reread the reasons they gave for the importance of editing to highlight the importance of editing.</p> <p>Review the editing checklist. Ask students questions to verify they know what to do such as, "What should I do if I find a mis-spelled word?"</p>	<p><i>15 Minutes</i> Hand out a photocopy of another student's writing to each student. Give the students a copy of the editing checklist. Ask student to carefully read the writing looking for any errors that need to be corrected. After 7 or so minutes, collect all of the papers and redistribute them to different students.</p> <p><i>20 Minutes</i> Hand out the copies with editing marks to the original writers. Have them go back and fix any errors on their copy of their writing. If need be, have them rewrite their writing on a new sheet.</p>	<p><i>5 Minutes</i> Review the writing process document. Highlight all that the kids have accomplished. Ask students to vote as you go through the steps to name what steps they have completed. Have a mini-celebration clap or cheer to encourage students.</p> <p>Explain that next week will be the publishing week. Tell them that they will have a chance to type and illustrate their work.</p>

Week 4	Day 1: Opinion Formation and Support	
Objective	Students will be able to write their opinion and support it with three relevant reasons.	
Materials: Students will need a copy of the T.R.E.E. document. If they finish early, they will need a draft document or writer’s notebook. Students will also need a copy of the opinion reflection sheet or writer’s notebook.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 5 Minutes	<p>Tell students that today is opinion day. Ask them, “what is an opinion?” Also ask them what writers do when they write about an opinion (they support it with reasons).</p> <p>Tell students that they will be writing about their opinion today. Show them a copy of the opinion worksheet that they will be filling and answer any questions they have. Remind them of the opinion question: “Do you think other students should learn about this topic?” Model filling out this document using the Greek Olympics. Include a mix of appropriate and silly reasons and ask the kids to assess the supporting reasons.</p>	
Work Period: 35 Minutes	<p>Have students fill out the T. R. E. E. opinion sheet about their topic. If students finish this before the work period is over, have them begin writing their ideas in paragraph form, read a non-fiction Greek text, or write using one of the fiction prompts from week two.</p> <p>Have students partner up and share their opinions. Ask the listeners to respond by retelling the writer what their opinion was and what the 3-5 reasons were. If time, have students meet with a second partner.</p>	
Closing: 5 Minutes	Have students reflect on sharing their opinion with others. Did the listeners know what your opinion was? Did your reasons make sense? Is there anything you need to improve or change?	
Small Group Activity or Student Support	<p>Gather a small group of reluctant writers and offer them a copy of the T.R.E.E. opinion sheet that includes sentence starters. Reread the opinion question to them and have them state their opinion. Next have them fill out the “T” section of their chart. When they have accomplished this, explain that good writers support their ideas with well-thought-out reasons. Ask them to name one reason they have this opinion. Ask the other group members to share if they think that is an appropriate reason. Send them to complete their T.R.E.E. worksheet at their independent workstation.</p> <p>Later in the work period, conference with individual students or pairs of students. Have them share their opinion statement with you and their supporting reasons. Discuss whether or not the supporting reasons were appropriate and well-thought-out.</p>	

<p>Tell what you believe</p>	<hr/> <hr/> <hr/>
<p>Reasons: Write 3-5 reasons of why you believe this</p>	<p>1) _____ _____ _____</p> <p>2) _____ _____ _____</p> <p>3) _____ _____ _____</p> <p>4) _____ _____ _____</p> <p>5) _____ _____ _____</p>
<p>End it</p>	<hr/> <hr/> <hr/>
<p>Examine</p>	<p>Do I have all of my parts? _____</p>

Graham, S., Bollinger, A., Olson, C. B., D'Aoust, C., MacArthur, C., McCutchen, B., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers.* (). Washington, D.C.: U.S. Department of Education. Retrieved from

Name _____

Who did you listen to? _____

Do you know what their opinion is? Circle: Yes No

What is their opinion: _____

Did they support their opinion with good reasons? Circle: Yes No

What was the strongest or most important reason they said? _____

Name _____

Who did you listen to? _____

Do you know what their opinion is? Circle: Yes No

What is their opinion: _____

Did they support their opinion with good reasons? Circle: Yes No

What was the strongest or most important reason they said? _____

Name _____

Opinion Sharing Response:

Read what your classmates wrote about your opinion and reasons.

Are you surprised? Circle: Yes No

What will you do next to improve your opinion writing and supporting reasons?

Name _____

Opinion Sharing Response:

Read what your classmates wrote about your opinion and reasons.

Are you surprised? Circle: Yes No

What will you do next to improve your opinion writing and supporting reasons?

Week 4	Day 2: Writing Day
Objective	Students will be able to use their outlines to write their essay.
Materials: Students will need their completed outlines. They will need either a copy of the draft document or a writer's notebook.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop Democracy, Event, Papyrus
Opening: 10 Minutes	<p>Encourages students by reminding them of all they have accomplished and how they are now scholars on their topic.</p> <p>Explain that today will be a special writing day. Go over all expectations of students during this time and show them where all their materials are. Explain that they will be using their outline from Day 3 of Week 5 to write the first paragraph and the T.R.E.E. work page to write the second paragraph. Model beginning with an introduction and then model using information on one of the graphic organizers to write a paragraph. Show students all the materials they need to write out their essay.</p> <p>Remind students that writers begin their paragraphs with an indentation, capitalize the first letters of their sentences, and end sentences with punctuation</p>
Work Period: 35 Minutes	<p>Have students collect their materials and begin writing their paragraphs.</p> <p>Have a few copies of the writing checklist available for students who have finished to verify that they included all of the expected pieces of their essay.</p> <p>If they are finished with writing out both their research and opinion paragraphs and have gone through the checklist, they can write a creative story using the prompts from week two or create their own based on Ancient Greece.</p>
Closing: 1 Minute	End writing day with a fun cheer or clap to celebrate their hard work.
Small Group Activity or Student Support	<p>Show your reluctant writers a model essay that has two paragraphs and is grammatically correct. Highlight the indentation, the capitalization, and punctuation. Show students that the outline they wrote on Day 5 of Week 3 will become the first paragraph and the T.R.E.E. document will become the second paragraph.</p> <p>Meet with individual students to hear what they have written so far. Use this as an opportunity to encourage writers and build confidence.</p>

Name _____

Writing Checklist

Topic _____

Did I begin with an introduction? Yes or No

Did I include 3 to 5 key facts about my topic? Yes or No

Did I end with a conclusion? Yes or No

Did I start by stating my opinion? Yes or No

Did I support my opinion with three related reasons? Yes or No

Did I end my opinion writing with a conclusion? Yes or No

Did I use 3 or more key vocabulary? Yes or No

Did I start each sentence with a capital letter? Yes or No

Did I end each sentence with a . ? or ! Yes or No

Is my name on my paper? Yes or No

Week 4	Day 3: Write and Revise	
Objective	Students will be able to use the revising checklist to identify errors. Students will be able to revise their writing.	
Materials: Students will need a copy of the revising checklist and another draft document.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 10 Minutes	<p>Show students the essay rubric. Discuss what a rubric is, what teachers use it for, and how it can help them revise their essay. Ask them to look at the rubric and determine what the numbers mean.</p> <p>Show them a sample essay that you have written. Read over the essay as a class and model using the revising checklist. Include a few errors and model identifying and correcting them.</p>	
Work Period: 30 Minutes	<p>Give students a copy of the revising checklist. Have them reread their essays and answer the questions on the checklist. If they answered no to any of the questions, have them make a plan to fix the issue.</p> <p>Have students rewrite their paragraphs on a new paper making changes wherever they identified errors using the revising checklist. Collect these to make a photocopy for day five of this week.</p>	
Closing: 5 Minutes	Ask students to share one thing they have worked hard on in this unit.	
Small Group Activity or Student Support	In a small group, walk your students through the revising checklist. Help students identify examples where they have exemplified the objective on the checklist or where they need to improve their work. If students used a modified draft paper with sentence starters for their first draft, offer them another modified draft document that uses sentence frames to rewrite their essays on	

Our Essay Rubric

Category	1	2	3
Content	Used no key facts from research and notes	Used 1-2 key facts from research and notes	Used 3 or more key facts from research
Opinion	No opinion stated Or No Supporting Reasons	Opinion supported by 1 or 2 Reasons Or Reasons are unrelated or silly	Opinion supported by three clear and related reasons
Vocabulary	No key vocabulary used Or Key Vocabulary used incorrectly	Used 1-2 Key Vocabulary Word/s Correctly	Used 3 or more Key Vocabulary Words Correctly
Organization	Ideas are in a random order And No introduction or conclusion	Some ideas grouped together but some randomly added Or Missing either an introduction or a conclusion	Ideas are organized in a logical order Introduction and conclusion included in both sections
Mechanics	Many spelling, grammar, and punctuation errors	Five or fewer spelling, grammar, and punctuation errors	Three or fewer spelling, grammar, and punctuation errors

Name _____

Revising Checklist

Topic _____

Did I begin with an introduction? Yes or No

Did I include 3 to 5 key facts about my topic? Yes or No

Did I end with a conclusion? Yes or No

Did I start by stating my opinion? Yes or No

Did I support my opinion with three related reasons? Yes or No

Did I end my opinion writing with a conclusion? Yes or No

Did I use 3 or more key vocabulary? Yes or No

Have I checked their definition to make sure I used them correctly? Yes or No

Is my writing organized in order? Yes or No

Does my writing make sense? Yes or No

Did I start each sentence with a capital letter? Yes or No

Did I end each sentence with a . ? or ! Yes or No

Is my name on my paper? Yes or No

Week 4	Day 4: Editing Boot Camp
Objective	Students will be able to identify common grammatical errors and correct them.
Materials: Students will need copies of each activity's materials at their respective stations. Students may also use their writer's notebook to assist with some of the activities.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus
Opening: 5 Minutes	Let students know how proud you are of their hard work. Explain that they will be practicing their editing skills today by participating in Editing Boot Camp.
Work Period: 35 Minutes	<p>Divide the class into small groups and send each group to a station. Give them 5 minutes at each station and one minute to transition.</p> <p>Station 1: Vocabulary Match: Make cards with the Key Vocabulary and their definition. Have students mix them up and flip them word side down. Students take turns flipping two cards at a time. If they match, they get to keep them.</p> <p>Station 2: Capitalization MadLib: Create a MadLib where one student will ask the other for a mix of proper nouns and common nouns. Have the reader write the nouns in, making sure to capitalize proper nouns.</p> <p>Station 3: Punctuation Flip: Have students flip a sentence card and then flip a punctuation card. Have them read the sentence as either a statement (.), question (?), or exclamation (!).</p> <p>Station 4: Spell Check: Have students partner up. Take turns reading a high frequency word to the partner and having the partner build the word with letter tiles.</p> <p>Station 5: Spot the Problem: Have each student choose a game piece and put it on the board. Have the youngest student roll the dice and flip a card. If they can name the issue, they can move their piece forward that many spaces. Possible issues: capitalization error, spelling, punctuation, and vocabulary misuse.</p> <p>Station 6: Sentence Make-Over: Have students take turns reading a sentence that is too wordy or does not make sense. Ask students to work together to come up with a better way to express that idea</p>
Closing: 5 Minutes	Ask students why they think editing a paper is important. Write responses on a poster or smart board that can be viewed on day five of this week.

Vocabulary Match

Citizen	Democracy	Papyrus	Archaeology
City-State	Event	Civilization	Artifacts
Aristocrat	Bartering	Crop	Chariot
A free person with rights in a city-state such as the right to vote	A type of government where the leaders are chosen through a vote	A paper-like material made in Egypt	The study of past human life through examining what is left behind
A group/community with its own government that controlled a city and the surrounding farmland	An activity or a specific sport in the Olympics	A group of people who have established a developed culture, government, and organization	An object, typically found and studied by Archaeologists
A noble, wealthy member of a community	Trading the goods you have for the goods you want	A plant or animal that can be grown or raised to sell	A wheeled cart that humans could ride in while being pulled by horses

Capitalization MadLibs

A citizen named _____ (name) went to _____ (place) to buy _____ (thing). When he got there, he met a man named _____ (name) who asked if he had been to _____ (name of restaurant). He said yes and that he loved the _____ (type of food) there. The man said he was planning to eat the _____ (type of food). The men waved goodbye. The citizen said, "Enjoy your trip to _____ (place) and then left to go buy a _____ (thing).

A girl named _____ (name) went for a walk near the _____ (place). She decided to stop and sit on a _____ (thing) to take a rest. When she opened her eyes, _____ (name of a character) was standing in front of her. They asked if she would like a _____ (thing). She said no thank you because she already had a _____ (thing). She then stood up and handed the visitor a _____ (thing). They were so surprised; they shouted with joy and slapped their _____ (appropriate body part) with excitement.

An athlete named _____ (name) was competing in the _____ (sporting event). They were so excited that they forgot to wear their _____ (thing). When they go to the _____ (place), they realized their mistake and began to beg for their _____ (person). _____ (person) came and gave them a _____ (thing). They did a _____ (type of dance) and yelled, "I love _____ (animal)!"

Punctuation Flip

The athletes were strong	.
In the first Olympic Games there was only one event called the “stadion” where the athletes would run 220 yards	.
The Greek Olympics seemed kind of boring	.
Other events that were added to the Greek Olympics were boxing, long jump, chariot-racing, and discus throwing	?
The first Olympics that was recorded happened in 776 B.C. E	?
There are sculptures made to look like the athletes	?
The ancient Greek Olympics were held every four years	!
The Olympics were held on important spots because they thought it would please their gods	!
The Greeks grew a lot of olives	!
The Greeks used olive oil to clean themselves	!
The woman of the house would cook the meals	.
The ancient Greeks used their fingers to eat	.
The Greeks wrapped fish in leaves to cook over a fire	.
Poorer Greeks ate mostly eggs, cheese, and vegetable stews	?
Men in ancient Greece did most of the shopping	?
Greek sea traders traded goods from Greece to other countries	?

Spell Check

About	Better	Bring	Carry	Clean
Done	Draw	Eight	Fall	Full
Got	Grow	Hold	Hurt	Keep
Kind	Laugh	Light	Long	Much
Myself	Never	Only	Own	Seven
Show	Today	Together	Try	Warm

Spot the Problem: Capitalization Error, Spelling Error, Punctuation Error, or Vocabulary Error

<p>We are studying the olympics in ancient greece.</p>	<p>Eech city-state had its own government, laws, and coins.</p>	<p>The ancient Greeks had many gods?</p>	<p>Archaeologists study plants and birds.</p>
<p>Sea traders brought back linen and papyrus from egypt.</p>	<p>Greek men were ullowd to do more than Greek women.</p>	<p>Sports were important to the men and boys of ancient Greece!!</p>	<p>Citizen was another name for Greek farmers.</p>
<p>ancient greece was surrounded by large bodies of water to the east, west, and south.</p>	<p>Women could nevr vote.</p>	<p>Did the ancient Greeks fight battles.</p>	<p>In a democracy, kings made all of the decisions for everyone.</p>
<p>The games were held at olympia every four years.</p>	<p>Their clothes were mayd from wool and linen.</p>	<p>The Greeks created an alphabet with 24 letters?</p>	<p>A city-state was a place where the city and the state looked the same.</p>
<p>greek actors were all men.</p>	<p>Actors wore masks over their fases during plays.</p>	<p>Why should we study the ancient Greeks!</p>	<p>An artifact is a fact that I just read in an art book.</p>

Sentence Make-Over

Read the following sentences one at a time. Discuss what you think the author was trying to say. Then rephrase the sentence beginning with "I believe...." Or "I do not think..."

- 1) I believe you should learn about ancient Greece because it is like really, really cool to learn new things about old times that I didn't know before.
- 2) So I really do not think it is good to learn about this stuff about Greece because it is so really very old.
- 3) Greece good to read.
- 4) If you wanna get smart you gotta do wat the teacher say.
- 5) I think there are lots of books about Greece so other people think they are important and if other people think they are important than I should read about so I can be smart too.
- 6) The Greeks so cool cuz.
- 7) You should read these books to learn about the Greeks and how they were so smart and had an alphabet and the Olympics and cool pottery.

Week 4	Day 5: Edit a Peer's Writing and Revise Writing	
Objective	Students will be able to edit a peer's writing. Students will be able to use editing suggestions to improve and revise their writing.	
Materials: Students will need photocopies of each other's writing, a copy of the editing checklist, and their original rough draft to revise errors on. If needed, provide additional copies of the draft document or have their writer's notebook available.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 5 Minutes	<p>Tell students that today is editing day for their writing. Explain that they will be editing two classmates' writing and then revising their own writing. Discuss the importance of editing by reviewing the point the students named.</p> <p>Review the editing checklist. Ask students questions to verify they know what to do such as, "What should I do if I find a mis-spelled word?". Model editing by showing students the editing paragraph from week two and highlighting a few editing errors within that paragraph.</p>	
Work Period: 35 Minutes	<p>15 Minutes - Hand out a photocopy of another student's writing to each student. Give the students a copy of the editing checklist. Ask students to carefully read the writing, looking for any errors that need to be corrected. After 7 or so minutes, collect all of the papers and redistribute them to different students.</p> <p>20 Minutes - Hand out the copies with editing marks to the original writers. Have them go back and fix any errors on their copy of their writing. If need be, have them rewrite their writing on a new sheet.</p>	
Closing: 5 Minutes	<p>Review the writing process document. Highlight all that the kids have accomplished. Ask students to vote as you go through the steps to name what steps they have completed. Have a mini-celebration clap or cheer to encourage students.</p> <p>Explain that next week will be the publishing week. Tell them that they will have a chance to type and illustrate their work.</p>	
Small Group Activity or Student Support	<p>In a small group go through each of the typical grammatical errors that students are expected to look for in each other's work. Give students an example of the targeted error and then ask them to look for that in the essay that they are correcting. Repeat this sequence until all of the assigned errors have been introduced and identified in the student essays. Support students as they look through each other's work and answer questions as they arise.</p>	

Editing Checklist:

Does it begin with an indent? If no, draw an arrow.



Does each sentence start with a capital letter? If no, underline 3 times.



Do all of the proper nouns start with a capital? If no, then underline 3 times.



Are all of the words spelled correctly? If no, circle the misspelled words.



Do all of the sentences end with the correct punctuation mark? If no, circle the missing or incorrect punctuation.



Do all of the sentences make sense? If no, underline the confusing part and put a ? by it.

Are all of the key vocabulary words used correctly? If not, put a rectangle around it.



Editing Checklist:

Does it begin with an indent? If no, draw an arrow.



Does each sentence start with a capital letter? If no, underline 3 times.



Do all of the proper nouns start with a capital? If no, then underline 3 times.



Are all of the words spelled correctly? If no, circle the misspelled words.



Do all of the sentences end with the correct punctuation mark? If no, circle the missing or incorrect punctuation.



Do all of the sentences make sense? If no, underline the confusing part and put a ? by it.

Are all of the key vocabulary words used correctly? If not, put a rectangle around it.



Week 5: Type and Publish

Guiding Questions: What do I need to do finish my project?

Who can I share my published work with?

State Standards:

MN Writing Standard 3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section

MN Speaking Standards 3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

MN Writing 3.6.6.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Overview of Week 5	Opening	Work Period	Closing
Day 1: Type Essay	<p><i>5 Minutes</i> Welcome students to publishing week. Explain that they will be typing their writing and sharing it with their classmates later in the week.</p> <p>Show students a keyboard and remind them how to properly put their hands on the keys and what some of the non-letter buttons do (i.e. space bar and tab).</p>	<p><i>40 Minutes</i> Have the students type their writing on the computer. Help them with any formatting issues that arise (how to indent).</p>	<p><i>1 Minute</i> Have students do a short poll to tell you if they are not started, they are half-way done typing, they are mostly finished, or finished. Use this information to prepare additional materials for those who are done.</p>
Day 2: Type Essay	<p><i>5 Minutes</i> Tell students how excited you are for your publishing day celebration. Let students know that they will be headed back to the computer lab to finish typing.</p> <p>Explain that after students finish typing and printing their writing, they may begin creating an illustration for their writing, or they may write a creative, fictional story about ancient Greece (by hand or on the computer).</p>	<p><i>40 Minutes</i> Have the students type their writing on the computer.</p> <p>Have materials available for illustrating their writing. Also, bring a few of the creative writing prompts from week two for students who would prefer to write or type.</p>	<p><i>1 Minute</i> Celebrate with a mini celebration such as a hand clap or cheer.</p>
Day 3: Illustrate and Prepare to Share	<p><i>5 Minutes</i> Let students know that today is the final workday for their projects. Display the writing process document that was given to students. Have students “air check-off” the items that they have accomplished.</p>	<p><i>35 Minutes</i> Have students work on their projects independently.</p> <p>If a student is completely done with writing and illustrating their work, have them fill out the topic presentation guide. Then have them partner with another student and practice giving their presentation.</p>	<p><i>5 Minutes</i> Explain that students will be presenting their topic tomorrow. Show them the topic presentation guide and discuss (in-case any students did not get a chance to practice today).</p>

	<p>Show them where all materials for the day can be found and explain to students who are finished what they should be doing.</p>	<p>When they have practiced with at least one or two other students, they may choose one of the following activities: read a non-fiction Greek text, write a creative writing story about ancient Greece, or play one of the games from the editing Olympics.</p>	
<p>Day 4: Publish and Celebrate</p>	<p><i>5 Minutes</i> Welcome students and guests to the publishing party.</p> <p>Explain that students have learned so much about ancient Greece. Highlight any posted learning around the room such as key vocabulary, the pottery from week one, or the Olympic essays from week two.</p> <p>Explain that today students will be sharing what they learned from researching their individual topics.</p>	<p><i>35-40 Minutes</i> Have students come up one at a time and present their work. Celebrate each student after their presentation with clapping, a short cheer, or a special accomplishment stick/pencil.</p> <p>If students finish presenting with more than five or so minutes left in the party, have students and families participate in some of the classroom Olympic games from week two. Either do them as one large group or set up a few game stations and let students teach their families how to play the game.</p>	<p><i>5 Minutes</i> Thank families for coming in and highlight how proud you are of the students' hard work! End the publishing party with a group cheer or clap.</p>
<p>Day 5: Wrap-up Unit, Greek Myths Reader's Theater</p>	<p><i>10 Minutes</i> Share with students how much you have enjoyed this unit. Ask students what their favorite part was and listen to a few responses. Have students reflect on the unit using the unit reflection sheet.</p> <p>Explain that today they will be reading and acting out a Greek Myth with a small group. Read a description of Greek Myths from one of the non-fiction books you have on hand.</p>	<p><i>20 Minutes</i> Assign students to a small group and a myth. Have them read the myth together. Then, have them fill out the Greek Myth worksheet together. After they have finished the worksheet, instruct them to create a play or reader's theater of that myth.</p> <p><i>15 Minutes</i> Perform the myths for each other.</p>	<p><i>1 Minute</i> End the unit with a mini-celebration and preview what unit they will begin the following week.</p>

Week 5	Day 1: Type Essay	
Objective	Students will be able to type their essay.	
Materials: Students will need access to computers with a word processing program.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 5 Minutes	<p>Welcome students to publishing week. Explain that they will be typing their writing and sharing it with their classmates later in the week.</p> <p>Show students a keyboard and remind them how to properly put their hands on the keys and what some of the non-letter buttons do (i.e. space bar and tab).</p>	
Work Period: 40 Minutes	Have the students type their writing on the computer. Help them with any formatting issues that arise (how to indent).	
Closing: 1 Minute	Have students do a short poll to tell you if they are not started, they are half-way done typing, they are mostly finished, or they are finished. Use this information to prepare additional materials for those who are done.	

Week 5	Day 2: Type Essay	
Objective	Students will be able to type their essay.	
Materials: Students will need access to computers with a word processing program.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 5 Minutes	<p>Tell students how excited you are for your publishing day celebration. Let students know that they will be headed back to the computer lab to finish typing.</p> <p>Explain that after students finish typing and printing their writing, they may begin creating an illustration for their writing, or they may write a creative, fictional story about ancient Greece (by hand or on the computer).</p>	
Work Period: 40 Minutes	<p>Have the students type their essay on the computer.</p> <p>Have materials available for illustrating their writing. Also, bring a few of the creative writing prompts from week two for students who would prefer to write or type.</p>	
Closing: 1 Minute	Celebrate with a mini celebration such as a hand clap or cheer.	

Week 5	Day 3: Illustrate and Prepare to Share
Objective	Students will be able to illustrate their writing. Students will be able to prepare to share their research and writing.
Materials: Students may need access to a few laptops to finish typing. Students will need drawing paper to illustrate their essay as well as drawing tools such as markers or crayons. Students who finish early will need non-fiction texts, fictional writing prompts, or access to games played throughout the unit.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus
Opening: 5 Minutes	<p>Let students know that today is the final workday for their projects. Display the writing process document that was given to students. Have students “air check-off” the items that they have accomplished.</p> <p>Show them where all materials for the day can be found and explain to students who are finished what they may do.</p>
Work Period: 35 Minutes	<p>Have students work on their projects independently.</p> <p>If a student is completely done with writing and illustrating their work, have them fill out the topic presentation guide. Then, have them partner with another students and practice giving their presentation.</p> <p>When they have practiced with at least one or two other students, they may choose one of the following activities: read a non-fiction Greek text, write a creative writing story about ancient Greece, or play one of the games from the editing Olympics.</p>
Closing: 5 Minutes	Explain that students will be presenting their topic tomorrow. Show them the topic presentation guide and discuss (in-case any students did not get a chance to practice today).
Small Group Activity or Student Support	<p>If available, have a few laptops available for any students who need more time to type their essay.</p> <p>If you have assigned topics to specific small groups, they can work together to prepare their presentation.</p>

Name _____

Topic Presentation Guide

What is your name? _____

What was your topic? _____

What are two things your learned about that topic?

1) _____

2) _____

Do you think other students should learn about this topic? _____

Why? Give your best supporting reason: _____

Name _____

Topic Presentation Guide

What is your name? _____

What was your topic? _____

What are two things your learned about that topic?

1) _____

2) _____

Do you think other students should learn about this topic? _____

Why? Give your best supporting reason: _____

Week 5	Day 4: Publish and Celebrate	
Objective	Students will be able to publish their writing. Students will be able to share their research and writing.	
Materials: Students will need the final copy of their essay and any illustration that they have made. If you plan on serving refreshments, you will need snacks and plate ware.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Papyrus	
Opening: 5 Minutes	Welcome students and guests to the publishing party. Explain that students have learned so much about ancient Greece. Highlight any posted learning around the room such as key vocabulary, the pottery from week one, or the Olympic essays from week two. Explain that today students will be sharing what they learned from researching their individual topics.	
Work Period: 40 Minutes	<p>Have students come up one at a time and present their work. Celebrate each student after their presentation with clapping, a short cheer, or a special accomplishment stick/pencil.</p> <p>If students finish presenting with more than five or so minutes left in the party, have students and families participate in some of the classroom Olympic games from week two. Either do them as one large group or set up a few games and let students teach their families how to play the games.</p>	
Closing: 5 Minutes	Thank families for coming in and highlight how proud you are of the students' hard work! End the publishing party with a group cheer or clap.	

Week 5	Day 5: Wrap-Up
Objective	Students will be able to describe a Greek Myth. Students will be able to act out a Greek Myth.
Materials: You will need one non-fiction text with a section devoted to Greek Myths. Small groups will need a copy of a Greek Myth, the Greek Myth worksheet, and writing paper or a writer's notebook. If you plan to use pre-written reader's theater texts, have a copy for each group.	Vocabulary: Archaeology, Aristocrat, Artifacts, Bartering, Chariot, Citizen, City-State, Crop, Democracy, Event, Myth, Mythology, Papyrus
Opening: 10 Minutes	<p>Share with students how much you have enjoyed this unit. Ask students what their favorite part was and listen to a few responses. Have them reflect on their unit with the unit reflection sheet.</p> <p>Gather students back together. Explain that today they will be reading and acting out a Greek Myth with a small group. Read a description of Greek Myths from one of the non-fiction books you have on hand such as the Mythology section on page 15 of <i>Art and Culture of Ancient Greece</i> by D. Tsakiridis and M. Bardi.</p>
Work Period: 35 Minutes	<p>20 Minutes - Assign students to a small group and a myth. Have them read the myth together. Then, have them fill out the Greek Myth worksheet together. After they have finished the worksheet, instruct them to create a play or reader's theater of that myth.</p> <p>If you think creating a play would be problematic for your students, you can find a variety of prewritten reader's theater myths for purchase on teacherpayteachers.com and have your students practice and perform those.</p> <p>Suggested Myths: King Midas, Daedalus and Icarus, Perseus and Medusa, Pandora's Box, Persephone and the Seasons, and Eros and Psyche</p> <p>15 Minutes - Perform the myths for each other.</p>
Closing: 1 Minute	End the unit with a mini-celebration and preview what unit they will begin the following week.
Small Group Activity or Student Support	Consider grouping your students in mixed-ability groups, allowing each group to have a strong reader and writer.

Unit Reflection

What am I most proud of from this unit: _____

What did you learn from this unit? _____

Pretend you are the teacher and give your essay a grade using our unit rubric.

Circle the number that matches your writing.

Our Essay Rubric

Category	1	2	3
Content	Used no key facts from research and notes	Used 1-2 key facts from research and notes	Used 3 or more key facts from research
Opinion	No opinion stated Or No Supporting Reasons	Opinion supported by 1 or 2 Reasons Or Reasons are unrelated or silly	Opinion supported by three clear and related reasons
Vocabulary	No key vocabulary used Or Key Vocabulary used incorrectly	Used 1-2 Key Vocabulary Word/s Correctly	Used 3 or more Key Vocabulary Words Correctly
Organization	Ideas are in a random order And No introduction or conclusion	Some ideas grouped together but some randomly added Or Missing either an introduction or a conclusion	Ideas are organized in a logical order Introduction and conclusion included in both sections
Mechanics	Many spelling, grammar, and punctuation errors	Five or fewer spelling, grammar, and punctuation errors.	Three or fewer spelling, grammar, and punctuation errors.

Our Greek Myth is _____

Characters: _____

Setting (when and where): _____

What happens:

First: _____

Next: _____

Then: _____

After that: _____

Then: _____

Finally: _____

Did your myth teach a lesson? Yes or No? _____

What was the lesson? _____

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