Library Services
Library Lesson

Topic	Students will research the history of the Phoenicians in Britannica School Encyclopedia. They will access multiple articles, images, videos, and web's best sites to understand the enormous influence they had on the ancient world. The students will take notes to answer questions from multiple articles as they compile their research to complete their exit ticket.
Grade	6
Essential Question(s)	1. What made the Phoenicians special as sailors, explorers, merchants, and colonizers? 2. What did they contribute to other people? 3. What did they receive in turn? 4. What made the Phoenicians special as thinkers and creators of culture (such as of art and artifacts)? Who did their thinking influence and how?
Learning Objectives	1. I can explore and infer what life was like for a Phoenician. 2. I can describe what made the Phoenicians special as sailors, colonizers, merchants, and thinkers. 3. I can list what contributions they gave to other people and what they received in return. 4. I can identify what other groups of people they influenced.
Lesson	The teacher will ask the following: Who were the Phoenicians and What made this group of people special? The teacher will use maps and images from Britannica School to show where the Phoenicians lived and the trade routes they used. After viewing this visual media, she will ask the students to look at the map legend to determine the scale of Phoenician expansion. They will have a class discussion about whether this group of people had a small or large power in the ancient world. She will explain that today you will research, how you will determine that the Phoenicians were influential and whom did they influence? Next, the teacher will review with the students how to login to CLEVER. Students will scroll down or click Library Services in the left-side menu and click on Britannica School. The teacher will demonstrate how to use the icon buttons (Send to, Favorites, Print, Cite, Translate, Listen, Font

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	up, and Font down) available in all articles to help them navigate multiple articles for this project. She will show them additional features (Table of Contents, Did you Know? and Related Sources to view age-appropriate vetted websites. Finally, the teacher will explain the Exit Ticket assignment before sending each student to a computer. Each student will login to Clever and repeat the steps above. Each student will type Phoenicians in the search bar and click the search term to view the article. Students will also view and read the following articles: Phoenician writing, Phoenicia, and exploration. Students will select the Reading Level as they read each article. As they read, the articles they will take notes on the handout provided by the teacher. Students will also view the related content to complete their research. When the student has finished taking notes, they will complete the Exit Ticket.
Standards	NG ELA 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. NYS K-8 Social Studies Framework 6.3: Complex societies and civilizations have certain defining characteristics in common, each is known for unique cultural achievements and contributions. ISTE 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. Empire State Information Fluency Continuum (ESIFC): Standard 1: Inquiry and Design Thinking 1.1: Construct 6:10: Interpreting Information
Assessment	Exit Ticket: Suppose you are a historian and you are collecting research to write a report about the most important or interesting achievement of the Phoenicians. In your report, support your choice with concrete detail from the articles. Draw a picture of what you selected as the most important or interesting achievement and write a fact about why it is significant to the world today.

<u>Interpreting Information</u>

<u>What can you infer?</u>

<u>Claim:</u>

<u>Evidence:</u> Examples, quotes, textual references that support the inference and your claim ...

<u>Interpretation:</u> An explanation and/or analysis of the evidence

Empire State Information Benchmark Skills   Construct 6:10
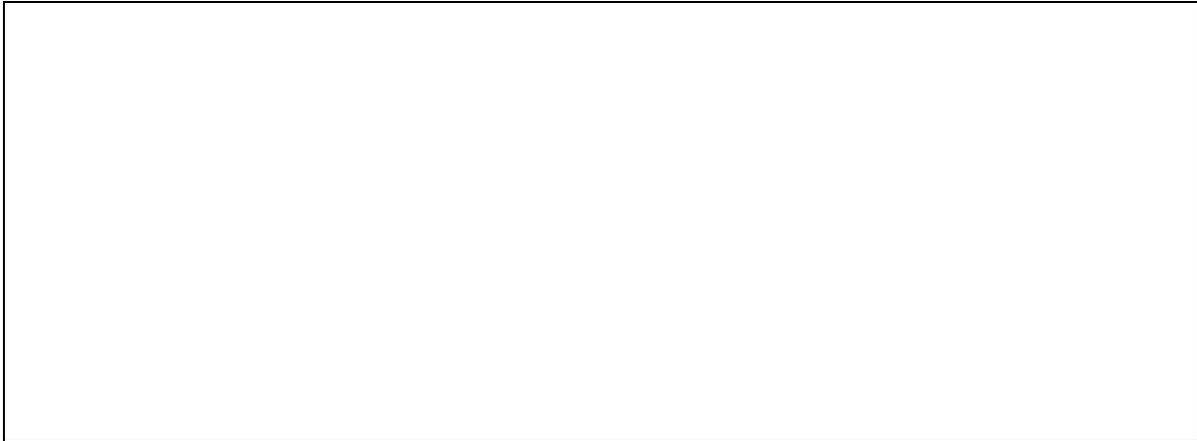
Name: _____   Class: _____

Library and Information Science   Ms. Westphal

Draw a picture of what you selected as the most important or interesting achievement and write a fact about why it is significant to the world today.

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