

# Learning Activity Template

**Title:** Women in History

**Curriculum:** Social Studies

**Grade-Level Span:** Grades 4 & 5

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**PURPOSE:**

Students will investigate women in history through the use of technology and literary conventions.

**DESCRIPTION:**

This lesson includes learning about the process of using the Big 6 as a research tool to gather, evaluate, and organize information.

ACTIVITIES	Curriculum Standards	MN Tech. Stds.	ISTE-NETS	Information Literacy Standard	Big 6
Big 6 Activity (Banana Split) found at <a href="http://www.big6.com">http://www.big6.com</a> * Teach the Big 6 concept using a short sample lesson.			1,3,4,6,8,9	IA, IIIA, IVBC	1-6
Compare Search Engines Activity found at <a href="http://www.janetsinfo.com/big6info.htm">http://www.janetsinfo.com/big6info.htm</a> * Understand the use of search engines to narrow a topic.			1-4,6,8,9	IA, IIA, IIIAC, IVBC	2,3,6
Complete Assignment Organizer (Standard 3 Location and Access: keyword searching exercise) found at <a href="http://www.sasaustin.org/library/assignmentOrganizerLS.php">http://www.sasaustin.org/library/assignmentOrganizerLS.php</a> * Students use the Big 6 to organize their research and complete their project.	I B.1, III C.1		1-4,6,8,9	IA, IIA, IIIAC, IVABC	1-6
Make Foldable Book (Staple Less Book) found at <a href="http://www.GailLovely.com">http://www.GailLovely.com</a> * Students will use Power Point to create a book to demonstrate what was learned and share with others.	I B.1, III C.1		3,5,9	IA, IIA, IIIABCD, IV ABC	4,5
Complete Evaluation Rubric found below under assessments. * Students and teachers evaluate the process of using the Big 6.			2,3	IA, IIA, IVABC	6

**TOOLS AND RESOURCES:**

**Web Sites:**

- <http://www.big6.com>
- <http://janetsinfo.com/big6info.htm>
- <http://www.sasaustin.org/library/assignmentOrganizerLS.php>
- <http://www.GailLovely.com>
- <http://atlas.arcc.org>

**Resource Books:** The Big 6 Research Notebook, Linworth Book

**Library Resources:** Encyclopedias, Periodicals, Books

**ASSESSMENT:**

\* Students will complete the rubric to self evaluate their work. Teachers will then conference with students to discuss the results. The teacher could use a colored writing tool to circle if they agree with the student evaluation.

1. I had a clear understanding of my task before I began to work on my report or project	<b>AGREE</b>	<b>DISAGREE</b>
2. I used the best resources available.	<b>AGREE</b>	<b>DISAGREE</b>
3. The information I gathered was the information I needed.	<b>AGREE</b>	<b>DISAGREE</b>
4. I took good notes.	<b>AGREE</b>	<b>DISAGREE</b>
5. I organized my notes in a way that made sense.	<b>AGREE</b>	<b>DISAGREE</b>
6. I cited my sources correctly.	<b>AGREE</b>	<b>DISAGREE</b>
7. My finished assignment matches what I was supposed to do.	<b>AGREE</b>	<b>DISAGREE</b>
8. I used my time efficiently.	<b>AGREE</b>	<b>DISAGREE</b>
9. I am proud of my work.	<b>AGREE</b>	<b>DISAGREE</b>

\*\*Adapted from the Big 6 Research Notebook, 2005

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**COMMENTS:**

This activity was created based on new information about the Big 6 research model. The topic was chosen from previous research activities about women in history.

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