

6th Grade Olympics Inquiry

Are the Olympics about More than Sports?

Staging the Question: Discuss the pros and cons of school sports as they relate to uniting people.

Social Studies Practices

- 🗳 **Gathering, Using, and Interpreting Evidence**
🗳 **Comparison and Contextualization**

Supporting Question 1	Supporting Question 2	Supporting Question 3
What is the history and mythology of the ancient Greek Olympics?	What are the goals of the modern Olympic movement?	How are the arts a part of the modern Olympics?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List 10 people, places, or events related to the history and mythology of the ancient Greek Olympics.	Construct a Venn diagram contrasting the modern Olympic movement with the ancient Olympics.	Make a claim about the importance of the arts in the Olympics.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: Finds areas of passion or interest within the topic of sports by discussing the pros and cons of school sports as they relate to uniting people.	Connect: Uses sources to acquire background knowledge and brainstorms ideas for further inquiry about the modern Olympic movement. Graphic Organizer: Connect#11	Connect: Identifies key words and ideas that appear in background information and class conversation about arts in the Olympics.
Wonder: Asks questions to clarify topics or details about the history and mythology of the ancient Greek Olympics. Graphic Organizer: Wonder#6	Wonder: Predicts answers to inquiry question about the differences between the ancient Olympics and the modern Olympic movement based on background knowledge and beginning observation or experience. Graphic Organizer: Wonder#7	Wonder: Forms tentative thesis about how the arts are a part of the Olympics with guidance.
Investigate: Takes notes using one or more of a variety of note taking strategies while examining an image bank with text offering a short history of the Olympics and reading two 2,000-year-old descriptions of the history and mythology of the Olympics.	Investigate: Relates new information to prior knowledge about the ancient Olympics while reading a report by the founder of the modern Olympics and a flyer describing the modern concept of Olympism.	Investigate: Summarizes information that answers the research question about the importance of art in the Olympics while reading two texts detailing the incorporation of the arts in both the ancient and modern Olympics. C3 Resources
Construct: Lists 10 people, places, or events related to the history and mythology of the ancient Greek Olympics.	Construct: Constructs a Venn diagram contrasting the modern Olympic movement with the ancient Olympics.	Construct: Combines information and weighs evidence to draw conclusions and create meaning. Graphic Organizer: Construct#19
Express:	Express:	Express: Makes a claim about the importance of the arts in the Olympics.
Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#14
Summative Performance Task: Argument: Do the Olympics unite us? Construct an argument (e.g., a speech, movie, poster, or essay) using specific claims and relevant evidence from historical sources that explains to what extent the Olympics unite the world. <i>Extension:</i> Craft a rationale for a proposal to hold a local version of the Olympics in the community.		