



Chapter by Chapter: Exploring Fraternities and Sororities

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Time Frame 1-2 days

Essential Question(s)

- What role do social organizations play in fostering a sense of community and belonging for their members?

Summary

In this lesson, students will explore the history and societal impact of fraternities and sororities. Students will explore new vocabulary and read about the history behind multicultural Greek organizations. They will then watch an interview with different individuals who are members of Greek organizations who share their personal experiences about how Greek life has impacted their lives. Students will then reflect on if their perspectives on the topic have changed.

Learning Goals

- Explore the history and structure of fraternities and sororities, recognizing their value in education and society.
- Investigate how organizations contribute to creating supportive communities.

Attachments

- [Card Sort Set—Chapter by Chapter.docx](#)
- [Chapter by Chapter—Lesson Slides.pptx](#)
- [Explain and Extend Handout—Chapter by Chapter.docx](#)
- [Fraternities and Sororities Article—Chapter by Chapter.docx](#)
- [Greek Letters—Chapter by Chapter.docx](#)

Materials

- Lesson slides (attached)
- Card Sort (attached; class set)
- Fraternities and Sororities Article (attached; class set, one per student)
- Explain and Extend Handout (attached; one per student)
- Paper
- Pen/Pencil

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slides 2** and **3** to introduce the lesson's title and learning objectives. Transition to **slide 4** and take some time to review the information on the slide as a class. Take time to make sure the class has a shared understanding of the term "Greek life" as it will be used in the next activity.

Move to **slide 5** and let students know that they will be using the [Fiction in the Facts](#) instructional activity. Begin by telling them that this activity is similar to "Two Truths and a Lie." Display **slide 6**. Instruct students to follow along as you read out the three statements presented on the slide, as you read students should be trying to decide which statement they feel is false.

Once everyone is familiar with the statements, poll the class to see which statement they believe is false. This can be done by raising hands. Invite a few to share their rationale. Use **slides 7-9** to share the correct answers, and provide further explanation for each statement.

Move to **slide 10** and share the essential question with the class to transition to the next activity.

What role do social organizations play in fostering a sense of community and belonging for their members?

Teacher's Note: Speaker Notes

In the speaker notes of **slides 8-9** you can find which organization each individual was a part of.

15 minutes

Explore

Teacher's Note: Card Sort Preparation

For the Card Sort activity, print the attached **Card Sort Set** and cut out one set of cards for each pair of students. Students are expected to match each term with its definition.

Move to **slide 11** and introduce the students to the [Card Sort](#) instructional strategy. Inform the students that they will be sorting cards on “terms to know” in reference to Greek life. Divide the students into groups of 3-4 and pass out a **Card Sort Set** to each group. Instruct students to try and match the term with the provided definitions and be prepared to explain their reasoning. A timer can be found on **slide 11**.

Once students have finished sorting the cards to their best ability, have students set them aside as they will be revisiting the card sort later in the lesson.

Teacher's Note: Digital Card Sort Using Desmos

If using the digital option unhide **slide 12** from the lesson slides. To use this [Desmos Classroom](#) activity, select the following link: "[Chapter by Chapter](#)."

1. Create an account or sign in under the "Activity Sessions" heading.
2. After you log in, the green "Assign" dropdown button will be active. Click the arrow next to the word "Assign," then select "Single Session Code."
3. After making some setting selections, select "Create Invitation Code" and give the session code to students.

For more information about previewing and assigning a Desmos Classroom activity, go to [Desmos Classroom: Using Activities](#).

Teacher's Note: Sign-in Options for Students

If students sign in with their Google or Desmos accounts, then their progress is saved, and they can resume the activity or view their work later. If students continue without signing in, they can complete the activity, but they must do so in one sitting.

15 minutes

Explain

Display **slide 13**, and pass out copies of the **Fraternities and Sororities Article** and the **Explain and Extend Handout**. Explain to students that they will only be using the top portion of the handout for now. Instruct students to use the [Sentence-Phrase-Word](#) strategy to identify the following and jot those responses on their handout:

- **Sentence:** Share one sentence that expresses the main idea, or was meaningful to you.
- **Phrase:** Share one phrase that evokes curiosity or stands out to you.
- **Word:** Select one word that captures their answer to the question *“What role do social organizations play in fostering a sense of community and belonging for their members?”*.

Once students have completed the reading and identified their sentence, phrase, and word, facilitate a short discussion. Ask them to share out what they selected and explain the reasoning for their choices.

15 minutes

Extend

Transition to **slide 14** with the video "[Chapter by Chapter: Exploring Greek Life](#)". Students will be using the same **Explain and Extend Handout** but will be focusing on the bottom half of the handout.

Explain to students that they will be watching an interview with different professionals from various different Greek organizations who share their personal experiences about how Greek life has impacted their lives. As students watch the video, they will be using a modified version of the [S-I-T strategy](#) and identifying the following:

- **Surprising:** One surprising fact or idea.
- **Interesting:** One interesting fact or idea.
- **Takeaway:** Overall takeaway from the interview.

Allow time for students to wrap up their thoughts following the video and invite a few to share out their S-I-T responses.

Teacher's Note: Greek Letters

An optional **Greek Letters handout** is attached if you wish to review or further discuss with students.

10 minutes

Evaluate

Display **slide 15**. Have students return to their original card sort groups and explain that they will now be revisiting the card sort and use the new information they have learned to make and changes if applicable. Allow for a few minutes to make changes, then review the terms as a class.

Move to **slide 16** and have students reflect on their perspective of Greek life using the strategy [I Used To Think... But Now I Know](#) and answer the following prompt:

- I used to think Greek life meant...
- But now I know...

Students can use the back of their Explain and Extend handout to respond and turn this in.

Resources

- Allison, Keith. (Photographer). February 28, 2007. *Shaquille O'Neal at the Washington Wizards v/s Miami Heat game on 02/28/07*. (Photograph). Flickr. Accessed April, 24, 2024, from https://commons.wikimedia.org/wiki/File:Shaq_Heat.jpg
- K20 Center. (n.d.). Card Sort. Strategies. <https://learn.k20center.ou.edu/strategy/147>
- K20 Center. (n.d.). Fiction in the Facts. Strategies. <https://learn.k20center.ou.edu/strategy/60>
- K20 Center. (n.d.). Sentence-Phrase-Word. Strategies. <https://learn.k20center.ou.edu/strategy/54>
- K20 Center. (n.d.). Surprising-Interesting-Troubling. Strategies. <https://learn.k20center.ou.edu/strategy/926>
- K20 Center. (n.d.). I Used to Think...But Now I Know. Strategies. <https://learn.k20center.ou.edu/strategy/137>
- Lipofsky, Steve. (Photographer). 1997. *Michael Jordan, guard with the Chicago Bulls at the free throw line during an NBA game in 1997*. (Photograph). Basketballphoto.com, Chicago. Accessed April, 24, 2024, from https://commons.wikimedia.org/wiki/File:Jordan_Lipofsky.jpg
- Petteway, Steve. (Photographer). September 15, 2010. *Ruth Bader Ginsburg, Associate Justice of the Supreme Court of the United States*. (Photograph). The Oyez Project. Accessed April, 24, 2024, from https://commons.wikimedia.org/wiki/File:Ruth_Bader_Ginsburg_official_SCOTUS_portrait_crop.jpg
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- Unknown. (Photographer). 1968. *Basketball coach Clarence Gaines*. (Photograph). The News Argus. Accessed April, 24, 2024, from https://commons.wikimedia.org/wiki/File:Clarence_Gaines.jpeg
- Unknown. (Photographer). July 1, 1969. *Portrait of Astronaut Neil A. Armstrong, commander of the Apollo 11 Lunar Landing mission in his space suit, with his helmet on the table in front of him. Behind him is a large photograph of the lunar surface*. (Photograph). NASA Photos. Accessed April, 24, 2024, from https://commons.wikimedia.org/wiki/File:Neil_Armstrong_pose.jpg