

# Senior Capstone 1: Evaluating Sources

## Summary

In this lesson students learn how to evaluate web sources for accuracy, relevancy, and credibility.

## Main Core Tie

Secondary Library Media (6-12)

[Strand 3: Standard 1:](#)

## Additional Core Ties

English Language Arts Grade 11-12

[Writing Standard 7](#)

## Time Frame

2 class periods of 30 minutes each

## Group Size

Large Groups

## Life Skills

Thinking & Reasoning

## Materials

- eBooks (e.g. Salem Press)
- World Book
- Utah's Online Library K-12 sites
- Destiny (WebPath Express, eBooks)

## Background for Teachers

Classroom teachers and librarian need to collaborate and pre-plan for the Capstone to set up time for the lesson, order materials students may need/want for their research projects, and get a list of student research topics to librarian.

## Student Prior Knowledge

Students will need to choose their Capstone Research topics before this lesson; teachers can compile and give the school librarian a comprehensive list so she/he can assist students individually as they proceed through the research process

## Intended Learning Outcomes

Students will evaluate sources for relevancy, purpose, accuracy, validity, credibility, availability, currency, authority, accessibility within time limits, and ease of view by comparing Google vs. Databases and using the CRAAP test.

NOTE: Ultimately, students will produce a multi-source research paper, a Portfolio (multi-genre), and a presentation as three end products of the Capstone Project.

## Instructional Procedures

Librarian distributes selected topics to student pairs and hands out the CRAAP evaluation tool

(attached) for validating sources.

Librarian instructs them to look up topics on Google vs. Gale. Students compare results using these questions to start the conversation.

How credible are the websites?

Why is searching Gale a better choice?

Students record first five "hits" for each search as part of this assignment.

Students go to one source listed in the top five "hits" and evaluates the source using the CRAAP tool.

Review primary and secondary sources via two videos followed by a short discussion and Q&A to summarize and/or clarify.

### Strategies for Diverse Learners

Classroom teacher is present to facilitate this lesson as individual student needs arise.

### Extensions

Follow-up activity could be students looking up their chosen research topics on Google vs. Gale.

### Assessment Plan

Q&A sessions ongoing during this lesson (formative assessments and feedback provided) by both Librarian and classroom teacher.

### Authors

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