

# Evaluate Websites Using the CRAP Checklist (9-12)

## Summary

Students will compare two websites (one obviously more credible than the other) and evaluate them using the "CRAP checklist." They will look at factors like currency, reliability, accuracy, and purpose.

## Main Core Tie

Secondary Library Media (6-12)

[Strand 3: Standard 2:](#)

## Time Frame

1 class periods of 30 minutes each

## Materials

Teacher librarians will need double-sided copies of the CRAP checklist.

They will also need a computer with internet access and a projector to display the websites they are evaluating, or printed out screen shots for students to view.

Librarians may also choose to use the attached PDF slides to briefly cover the concepts. It is helpful, but not completely necessary, if students can bring up the websites on Chromebooks, iPads, or other devices.

## Background for Teachers

Teachers should review the checklist and slideshow prior to giving the lesson.

## Student Prior Knowledge

Students must be familiar with the internet. It will also be helpful for most to watch the included slideshow to understand or review the meaning of words like "credibility" and "bias."

## Intended Learning Outcomes

Students will think critically about information presented in two websites to determine whether or not the information is trustworthy.

## Instructional Procedures

To engage students, teacher librarians will ask them to draw on their background knowledge through a discussion. They may begin with a question like, "Can you trust all of the information you find on the Internet?"

Next make a list (from student responses) of some factors that make websites more or less trustworthy.

From there, introduce students to one method of website evaluation, the CRAP checklist, with the PDF slides and/or the attached Youtube video.

Next, Give students a copy of the double-sided CRAP checklist handout and go to your first website together. (This one should obviously not be very credible.)

After that, give students a few minutes to work with a partner to go over the checklist and write notes about their findings. Then, as a whole group go through the checklist together, asking students to contribute things they found. Decide as a group whether you think this is a good website or not.

Repeat the review process with a more credible website on the same topic, and discuss your findings. End with asking the class why this is important, and wish them happy researching!

### Assessment Plan

Assessment is informal and will happen through the discussion and student response.

### Authors

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