

Puzzles, not Pieces: Evaluating Sources (Day 4 of 5)

Summary

This is day four of a five -day unit teaching students strong research skills for a "white paper" style research paper (can be modified for any pro-con research assignment). For the purpose of this assignment, the white paper is an argumentative piece which introduces a problem and argues a solution to that problem. In this team- taught lesson, students will learn how to evaluate sources for credibility.

Main Core Tie

Secondary Library Media (6-12)

[Strand 2: Standard 2:](#)

Additional Core Ties

English Language Arts Grade 11-12

[Writing Standard 8](#)

Time Frame

1 class periods of 90 minutes each

Life Skills

Thinking & Reasoning

Background for Teachers

Supplementary materials attached

Student Prior Knowledge

Most students will have learned evaluating sources from the librarian as sophomores and juniors, so much of that lecture will be a review. This lesson will build on prior knowledge from the first three days of the unit.

Intended Learning Outcomes

Students will be able to evaluate sources for accuracy and credibility.

Instructional Procedures

Pacing	Instructional Sequence	Grouping Structure
5 - 10	Socratic Quiz/Game on the CRAP Rubric (taught in their sophomore/junior year by librarian) to see what they remember.	Individual (Librarian Led)
5 - 10	Review of the CRAP Rubric using the Martin Luther King Org site as an example of a "bad" site. Depth of review is based on how well they did on the "Quiz" In groups, have students evaluate two websites using the CRAP rubric. Websites that can be used: Tree Octopus, Dog Island, http://www.dhmo.org/facts.html or http://www.mcwhortle.com/	Whole Class
10	Only one website should be a hoax; the other one should be debatable as to whether it is credible or not.	Small Group
15 -	Class discussion of what ranking they gave the two websites. Debate is	Whole

20	encouraged as students critically analyze the websites for credibility. Introduce Noodle Tools Teacher will demonstrate how to access noodle tools and accept the white paper project invitation. Teacher will walk students through adding sources and creating notecards Noodle Tools Assignment: Make a note card for each of your seven sources (you will have seven notecards total). Each card should contain the following:	Class
10 - 15	<ul style="list-style-type: none"> - A quality source - CRAP evaluation (determine how the source rates in each category of the CRAP rubric) - A summary of the source, WRITTEN IN YOUR OWN WORDS - At least one quote, graph, or image you think might be useful in your paper. Include URLs or page numbers where applicable - Which Research Task List question this source helps to answer Research Time Students will work on finding sources and creating notecards. Librarian and teacher will walk around and assist students as needed.	Whole Class (Teacher)

Assessment Plan

Noodle Tools Note Cards

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