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

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

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:

10 - 15
- 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 Individual will walk around and assist students as needed.

Assessment Plan
Noodle Tools Note Cards

Authors
Catherine Bates
SARAH HERRON
Michelle Miles