

Second Lesson Plan

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Lesson Plan: Evaluating WebPages, Follow up Lesson

Date: 4/18/2013

Grade/Class: 7/ Social studies Class

Unit/Theme: Evaluating Information and WebPages

Time: 50 - minute class

Standards:

Common Core Standards:

CC.7.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

CC6-8WH/SS/S/TS7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

Standards for the 21st Century Learner:

1.1.4 Find, evaluate, and select appropriate sources to answer questions

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.4.1 Determine how to act on information (accept, reject, modify).

3.1.2 Participate and collaborate as members of a social and intellectual network of learners

Rationale:

This lesson was created to help students' use critical thinking when they evaluate websites used to research. Mr. Carrie thought these students would benefit from training in internet research since they have not received any formal training in this area. Teachers assign research but do not train students to use the internet for research. Specifically, the teacher wanted to expose students to political information research. Mr. Carrie thought they needed to develop a research question, create search terms, and then research the question to determine if the information might be biased. Mr. Carrie added that since the class is taught during FCAT testing, students must complete all work in class. Therefore, I had to organize the lesson to highlight the objective and eliminate activities that take more time. For example, I decided to select short pieces of political statements then have students read an entire article.

Objective(s):

- Students will use critical thinking to evaluate WebPages for reliable sources
- Students will demonstrate the ability to create a research question and verify their question
- Students will develop search terms based on their research question

Lesson Procedures:**Prep Work:**

- Intern will set up computer and the overhead projector
- Intern will set up computers for the students in the lab
- Intern will place worksheet and pencil at each desk

Hook: (2 minute) – Show the students a political commercial. Then ask them if the commercial makes them not like the candidate. Ask students if they think the commercial is true. Last, ask them to use their critical thinking. Do they question if the commercial is true or false. Lead discussion. Then tell them it is good that they question the material because today we are going to research the information in this commercial. We are going to use what we learned in the website detective investigation lesson to dig deeper in investigating information.

Presentation: (15 minutes)*Whole Class Activity*

- Show students the worksheet on the projector. Explain that they will fill out the worksheet for their small group exercise but they will just follow along as we research this commercial.
- The first thing we must do is develop a research question based on the commercial. Have a discussion on the question. Guide students to the main point from the commercial. If they do not develop the question, use the question, “what would influence my vote?”
- Show students the question in the worksheet. Next step on the worksheet is to question the “who” as we did in the lesson on the website evaluation. Then toggle the projector view from the worksheet to the computer. Use “Google that for me” feature to expedite the search. I created this <http://imgtfy.com/?q=prioritiesUSAaction> link because Google searches for you allowing you to focus on the lesson. The added benefit of using this Google feature is the students are engaged in watching because it looks as if you are magically typing.
- While Google is performing the search, explain to students that the Google search engine does not need the search terms to be typed in the form of a question. The keywords of a question will do. Tell the students that, Google will throw out most of the words we have in our research question.
- Give students time to look at the search results and wait to see if they suggest what website to look at first. If not show them they can look at the summery Google provides to decide where to start. Then ask what should we look for to find

information on “who” created the commercial. The answer is to look at the “about us” section of the page. In looking at this information, ask them what does that tell us about this organization. Since it does not tell us anything, we have to go back to our search results and look again at the website summaries provided by Google.

Scanning, over the results we can discover that Priorities USA Action is a democratic organization that has the mission to reelect Obama for president.

- Then toggle the projector back to the worksheet. Have students work with you to create a statement on why this organization might create a commercial with bias.
- Have a students read the next question on the worksheet. Tell students that the first step in a search is to decide on the search words or phrase they will use in their search engine. Stress again to the students that this will not be the research question. This is because Google throws most of those words out. Tell them they need to work on fine tuning search phrases to advance their researching skills. For example, if you should be able to draw your search terms. Use the example of drawing a pink toy fire truck. If they searched by some of the words in the drawing such as fire truck they will get different results then if they used pink toy fire truck. Search terms do not need to make a complete sentence to use in a search engine. Tell them I will use their search words when grading their paper to ensure that I can reach their webpage. Tell them to remember to use only words that they can draw.
- Toggle the projection to view the computer screen. Use the “Google that for me” link <http://imgtfy.com/?q=Mitt+Romney+Firm+paper+Money+failed> to search words from the research question. Again, point out that the words do not make a sentence. The words can be found in the research question but I did not simply repeat the research question. Emphasize the search words do look strange. Have the students read the summary on some of the search results. Tell them they can see that the WebPages are on topic to the research question. This shows the search terms worked and I do not need to refine them.
- Have students evaluate the website using the tools given during the previous lesson. Then let them decide if the website is reliable based on that evaluation. Next, show students how to search that website using the control F and a search string. The website contains information that answers our research question and proves the information in the commercial is false. Show the students the URL vs domain name. Let them know they are to use the domain name and not write the entire URL. Explain this is to save time and frustration. I did this because I did not have the ability to let them create a document on the computer and print.
- Toggle back to the worksheet. Have students suggest a reason why the website used was reputable. Let them understand this is when we evaluated the website. Last, have them create a statement from researching that answers our question.
- Let the students see the completed worksheet we did as a class. Ask them if they have any questions on this process. Tell them that they will now work in groups of two to do a mini research project based on this worksheet. The students will pick one of the three political multimedia choices.
- Place the choices on the projector and go over them. Then hand out the choices so they can select one of the options in their group. Place the rubric on the projector and let them know they will be graded on that rubric.
- Walk around the room assisting students with the research project

Practice: (30 minutes)

Small Group Activity

- Students will complete a worksheet in small groups.
- The exercise was demonstrated in the class activity.
- The students had an example to reference if needed.

Warm Down: (3 minutes)

- Review the true or false of the provided political statements. If time, have the students answer their research question.
- Show the students' websites that investigate political statements. Tell the students they can use these websites to investigate political concerns. They should also consider this activity as a possible future career. The skills they learned today are ones they could use to help them with school and as a career.

Assessment Plan:

I assessed students on their contribution to the class exercise. I then assessed their small group work on the worksheet based on the rubric.

Materials/Resources:

- Computer – The computer was used by teacher during the group activity. Computers were also used by all the students during their small group activity.
- Overhead Projector – this projected the computer image to the smart board. It allowed the students to see the material.
- Websites –Websites were used for the students to evaluate information. The website are provided in the reference section for this lesson

References

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