Lea Kilgallon
Lesson Plan: Evaluating WebPages

Date: 4/02/2013
Grade/Class: 7/ Social Studies Class **Unit/Theme:** Evaluating WebPages

Time: 15 -minute class

Standards CC.6-8.R.L.5, and 4.1.3

Common Core Standards:
CC6-8WH/SS/S/TS1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources

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

Standards for the 21st Century Learner:
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 evaluate website for research. It was tied to the classroom political parties lesson to help students evaluate political information to improve their research skills.

Objective(s):
- Students will use critical thinking when evaluating WebPages for reliable sources.
- Student will understand the Internet is not regulated.
- Students will be able to define genre.

Lesson Procedures:

Prep Work:
>   Intern will set up Smartboard and CPS clickers.
>   The questions had to be entered into the CPS software.

Hook: (1 minute) – Detective animation is on the overhead screen by the PowerPoint. Ask students about detective shows they watch?

Presentation: (8 minutes)
- Ask them: If you were to do research on political parties how would you know the information on a website is reliable or accurate. (establishing their current knowledge of evaluating WebPages.)
- Tell them that the objective is to think like a detective to evaluate WebPages.
- Explain that the Internet is not regulated so we have to evaluate WebPages.
- The first method of evaluation is finding evidence on who created the website.
- Show them a website and have them tell me who created it and if they should use that source based on "Who".
- Go over how to find the "who" on a website. Do these by having the students investigate the first website and determine the "who". Then ask them if this "who" would be good for political information. Next show them how to investigate the" who" from the about page, clicking on their name, from the URL or searching the internet on the name.
- Students then will take practice what they learned in by taking the first quiz using their clicker.
- Next information is on the information on the website. A big part of what a detective investigates is "what". They ask what happened and if what people are telling them is the truth.
- Show a website letting them see that the "who" might look official but the "what" is obviously not good. This website is used to give them confidence and let them see that they have background information they can use when evaluating a website.
- Show them a wiki sight and then tell them one reasons teachers do not let them use this site is the information can be changed and it is not monitored. Show them a wiki page that allows anyone to edit. I will let them know that I use Wikipedia but as a starting point.
- Explain that a websites is reliable if your teacher would give it an "A". This means check the spelling and grammar. Check that the website has references on information provided. Check to see if it is one-sided. Most research papers needs to present both sides. Then demonstrate with a website that has references.
- Test the students using their clickers.

- The last tip on website evaluation is "when". Ask them how to find the date on the page. Tell them the top and bottom if they do not provide the answer.
- Then the last clicker test.
- The last slides is a review.

Practice: (5 minutes)
Individual activities
- Practice is done during presentation to keep students engaged.
- Students will work independently using a CPS clicker to select the multiple-choice answer on the questions presented.
- After students have clicked, the correct answer will be reveled.
- Additional time is spent to review questions to clarify any misunderstandings.

Warm Down: (1 minutes)
Point out the website evaluation display they can vote for more practice.

<u>Assessment Plan</u>:
First, we will assess students understanding of evaluating a web site by asking for their method they use to evaluate websites. Then I will use CPS clickers during the presentation to assess their ability in evaluating a website.

<u>Materials/Resources</u>:

CPS Clickers. - This is a tool that allows them to interact with the smart board to answer questions thru an automated system. Clickers are interactive and help physical learners to relate to the material.

PowerPoint – This was used to

Computer

Overhead Projector – this projected the computer image to the smart board. It allowed the students to see the material.

Images in PowerPoint – Images were used to help engage the students in learning. Images also help visual learners to relate to the material. The references to images used are in the reference section.

Websites – many websites were used for the students to evaluate the information. The website are provide in the reference section.

Smartboard – This program helps engage students because it can be interactive with other applications such as clickers. This tool helped this lesson because it allowed the teacher to interact with the websites and toggle back and forth between PowerPoint, websites and clickers.

References

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