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| **Lesson Title**: **How to Validate Internet Sources**  (2 days are required to finish this lesson) |
| **Driving Question**: **How do you know if the site you plan to use for research is fact or opinion? How do we know if it is a VALID site?** |
| **Objectives covered**:  [5.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [7.3](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.5](http://choltmasters.weebly.com/english-language-arts-outcomes.html) |
| **Teacher: C. Holt**  **Grade: 4**  **Subject: Language Arts – Nonfiction Reading**  (to be linked to any Social Studies or Science research project) |
| **Learning Targets:**   1. **Students will analyze and evaluate assigned sites.** 2. **Students will collaborate in pairs to leverage information, completing a Validating Websites worksheet** 3. **Student will apply CRAAP criteria to all sites as they move forward to Internet research.** |
| **Links:**  Google for kids: (<http://www.safesearchkids.com/google-for-kids.html>)  Ask Kids (<http://www.askkids.com/>)  KidRex (<http://www.kidrex.org/>) for younger students or students on IPP |
| **Resources:**   1. [CRAAP poster](http://choltmasters.weebly.com/craap-poster.html) 2. [Site Evaluation](https://youtu.be/aem3JahbXfk) video 3. Example of viral [false story](http://mashable.com/2012/10/29/viral-soldier-pic-debunked/) 4. More examples of [fake photos](http://www.snopes.com/photos/natural/sandy.asp) circulated online.   False Sites to evaluate:   1. [All About Explorers](http://allaboutexplorers.com/) 2. [Dihydrogen Monoxide Research Division](http://www.dhmo.org/) 3. [California’s Velcro Crop Under Challenge](http://home.inreach.com/kumbach/velcro.html) 4. [Feline Reactions to Bearded Men](http://www.improb.com/airchives/classical/cat/cat.html) 5. [Pacific Northwest Tree Octopus](http://zapatopi.net/treeoctopus/) 6. [Aluminum Foil Deflector Beanie](http://zapatopi.net/afdb/) 7. [British Stick Insect Foundation](http://www.brookview.karoo.net/Stick_Insects/) 8. [The Jackalope Conspiracy](http://www.sudftw.com/jackcon.htm) 9. [Buy Dehydrated Water](http://www.buydehydratedwater.com/) 10. [Republic of Molossia](http://www.molossia.org/countryeng.html) 11. [Dog Island](http://www.thedogisland.com/) 12. Validating Websites [Worksheet](http://choltmasters.weebly.com/validating-websites.html) |
| ***Day 1 (carry over from Key Words lesson)***  **We Share (20 – 25 mins)**   1. **Teacher generates a class discussion**. Is everything on the Web true? Have you ever come across false information? Did you know that some people post incorrect or inaccurate information? 2. Now that we know better how to create Key Words, our next lesson will focus on validating the websites we want to use. 3. Project image from “Example of viral [false story](http://mashable.com/2012/10/29/viral-soldier-pic-debunked/)” 4. Explain to students that this is presented as a photo from Hurricane Sandy, but it was NOT taken during the storm. Ask student to think about why someone would post this?  * they want to be dramatic * want to play a prank * trying to convince people of a personal belief – will lie or bend truth to do that  1. Project more examples of [fake photos](http://www.snopes.com/photos/natural/sandy.asp) circulated online (students can put the url in their browsers on their iPads in order to see photos close up. Welcome observations, and link to previous Hurricane Sandy hoax observations. 2. Ask students: “Do you think it is a good idea to have some way of determining whether a site is trustworthy?” 3. Ask students to return to their seats and bringing their iPads with them but keeping them closed until we start a new activity. |
| **I Do (15 -20 minutes):**   1. Tell the students that we are going to watch a video to get us thinking about how we can tell is a website is trustworthy.   [Site Evaluation](https://youtu.be/aem3JahbXfk) video   1. Project the [CRAAP poster](http://choltmasters.weebly.com/craap-poster.html). Review with class, and discuss criteria. 2. Explain to students that they will be working collaboratively in pairs, and you are going to assign each pair a site (see sites in Resources section) to analyze and evaluate using the same CRAAP criteria. 3. Tell students they will access their sheet and the CRAAP poster on [Showbie](http://choltmasters.weebly.com/language-links.html) in the Nonfiction class. They may use either the write or type function. LD students have [Claro](http://choltmasters.weebly.com/language-links.html) and the Speech to Text function. 4. Tell students they will begin their site evaluation today, but they will have to finish the work in the next class. |
| **We Do (20 minutes):**   1. Students work together analyzing and evaluating their assigned sites. 2. Teacher circulates to check on progress and assess collaborative work skills ([checklist](http://choltmasters.weebly.com/assessment-resources.html)). |
| ***Day 2***  **We Do ( 20 - 30 minutes):**   1. Students continue work together analyzing and evaluating their assigned sites. 2. Pairs will evaluate and discuss their findings, then leverage the information to begin filling in their worksheet. 3. Teacher circulates to check on progress and assess collaborative work skills ([checklist](http://choltmasters.weebly.com/assessment-resources.html)). |
| **We Share (30 – 45 minutes)**  **(congregate at the meeting place)**   1. Students share what they discovered about their sites. As students share (they can project their work with Airplay), the teacher completes a Tally under the Currency/Relevance/Authority/Accuracy/ Purpose headings to record problems that each team came up with. 2. At the end of each team’s share, ask the class: “Do you think this site is trustworthy?” 3. Praise students for their analysis and for their brainwork is critiquing these sites. |
| **I Do (5 minutes)**   1. Confirm with students that you feel confident now to let them begin their next assignment, which involves research. They will always have access to the CRAAP poster on [Showbie](http://choltmasters.weebly.com/language-links.html) so they can quickly evaluate their sites before using them for information to learn.   ***(this class leads directly to your next class involving reading to learn with a Research Project)*** |