INQUIRY PROCESS: REVIEW

Lesson Plan

Purpose: Students will determine if the sources they selected previously are credible, reliable, accurate, current, and relevant. Based on this evaluation, they will then determine if they would like to use the source.

OUTCOMES

LESSON GOALS	QEP COMPETENCIES
Students will be able to… • Evaluate the relevancy and quality of the sources marked in a working bibliography, using pre-established criteria.	*Arts Education: Visual Arts* 3 – To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates *Languages: English Language Arts* 1 – To read and listen to literary, popular and information-based texts 3 – To represent her/his literacy in different media 4 – To use language to communicate and learn *Cross Curricular* 1 – To use information 3 – To exercise critical judgment 5 – To adopt effective work methods 6 – To use information and communication technologies 8 – To cooperate with others 9 – To communicate appropriately

Materials:
- Computers and Internet access.
- Papers and pencils.
- Whiteboards and markers.
- *Optional: CRACRS posters (see teacher resources page), or*
- *Optional: Construction paper and markers.*

HOAX SITES

1) *Divide* the students into groups.

2) *Direct* them to a hoax site to evaluate.
   Do not inform students that they are evaluating hoax sites until the end of the activity.

> Teacher Tip
> We suggest finding a site or sites from the following directory:
> http://www.dmoz.org/Reference/Education/Instructional_Technology/Evaluation/Web_Site_Evaluation/Hoax_Sites/, such as "Dog Island" or "Save the Pacific Northwest Tree Octopus".

3) *Ask* students the following questions and have them justify their answers:
   - Is the site trustworthy?
   - Is the information reliable?
   - Does the information seem complete?
   - What information can you get from the URL?
   - If your task had been about this topic, would you choose to use this site?

4) *Reveal* that the site is a hoax site.
   If there is a disclaimer about the site being a hoax then point it out to them. Otherwise, guide them to finding out more information about the author and true purpose of the site.

5) *Stress* the importance of critically examining the information they find on the web.

EVALUATING SOURCES

1) *Have* students log into IS-21.
   Students should navigate to the IS-21 task that they created. They should be on the **REVIEW** step.

2) *Explain* the CRACR acronym.
   Tell students that the CRACR acronym will help them examine their sources carefully to help them decide whether or not to use the source.
   You can hang up the CRACR posters in the teacher resources page to remind students what the acronym stands for.

C	Credibility
R	Reliability
A	Accuracy
C	Currency
R	Relevancy

   Once students determine if the source is appropriate to use, they can decide whether or not they want to *Select* the source. Only the *selected* sources will be pulled into the third phase of IS-21.

   Optional Modifications to the Lesson
   Instead of using our premade posters, you can have the class work on their own CRACR posters. Divide the class into 5 equal groups. Give each group one of the CRACR criteria. That group will make a poster of their given criteria. The posters should include the acronym, the criteria they were given, and visual and textual elements to represent that criterion.

3) *Have* students review each of the sources they marked.
Students should work with their partners to review each source. Have them click on the evaluate icon to launch the review window. Students should answer the questions to determine if the source is appropriate to use based on the CRACR criteria.

4) *Explain* that librarians do some of the review for them.
Publishers review the source before producing, and then the librarian reviews the sources before they are added to the library. This might also be true of some of the community resources they might use, such as a museum.

5) *Determine* if sources will be selected.
Students will have to determine if the source is one that they want to use based on their review of it using the CRACR criteria.

6) *Revise* the search for sources, or conduct new ones, if needed.

7) *Use* the **Report** feature of IS-21 to review the students' work.

> ePEARL Users
> Remember the Report may also be viewed in a student artifact. Think about viewing it there and providing feedback through the Teacher Feedback feature.

REFLECTION

For students that have completed the step quickly, suggest they use the extra class time to begin reflecting. Direct them to the reflections window in IS-21 and suggest they use the prompts as needed. There are additional prompts listed on the teacher resource page if you would like to have them broken down by each step.

This is an individual task. Students should not be completing this portion with their group member(s). Even if reflection is not a big part of your classroom, we recommend that you have students reflect at least once.

> ePEARL Users
> There are two locations that students can reflect- either within their IS-21 task or within the ePEARL artifact that is automatically created whenever a new IS-21 task is started. The reflection ends up in the same place though!

> This lesson is an adaptation of a lesson from
> *AT&T/UCLA's Initiative for the 21st Century Literacies*'
> teacher resources. It was modified with permission.