

Teacher(s)	Amy Yeager	Subject group and discipline	Individuals and Societies Year 3		
Unit title	Digital Citizenship/Literacy - Evaluation of Sources	MYP year	3	Unit duration (hrs)	4-hours/class periods 1.5- teaching 2.5-student exploration

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Ethics or Values	Identities and Relationships
Statement of inquiry		
Communication is important in building identities and relationships rooted in ethics and values when exploring resources in the digital world.		
Inquiry questions		
Factual - Why is being able to identify a credible source important? What makes a source trustworthy? What makes an author/source credible? Are there tools out there to help us qualify sources? Conceptual - How can we evaluate sources without bias? How can we build a checklist to use when establishing credibility of a source? How can we share credible resources with others? Debatable - Is there ever a time when a source should be used regardless of credibility? What if a source's credibility cannot be determined, should the source be thrown out or used? Does a source's credibility change depending on the audience?		

Objectives	Summative assessment	
*To encourage students to locate, assess and use credible sources for research and learning. Criterion B: Investigating iii. Use methods to collect and record relevant information Criterion D: Thinking Critically iii. Identify and analyze a range of sources in terms of origin and purpose, recognizing value and limitations.	<i>Outline of summative assessment task(s) including assessment criteria:</i> Summative evaluation would be done in two separate parts in this unit. First, would be an evaluation of the method used to collect and record relevant information or Criterion B - either with the use of the CRAAP scorecard or the RAVEN evaluation tool on each individual source being evaluated for credibility. Second, would be an evaluation of the Inclusion or Elimination Template below allowing assessment to happen on Criterion D, where students would be assessing the value and limitation of each source through written reflection. *The rubrics that will be used <i>should</i> come from the Individuals and Societies Subject Guide Year 3 in the MYP Programme - focusing again on Criteria B iii and D iii.	<i>Relationship between summative assessment task(s) and statement of inquiry:</i> <u>The statement of inquiry:</u> Communication is important in building identities and relationships rooted in ethics and values when exploring resources in the digital world. This statement and the assessments are connected based upon the criterion that were selected for assessment - Criterion B and Criterion D. Criterion B measures if students are able to collect and record information (here on the quality and credibility of sources). Criterion D asks that students recognize value and limitations of resources which students will be assessed on using the template below titled Inclusion/Elimination of Resources. Here students are being asked to critically examine a range of resources through written reflection and observation based upon the method selected for evaluating sources (either the CRAAP or RAVEN method).
Approaches to learning (ATL)		

Research Skills: Formulate relevant research questions for an investigation using sources that are credible.

*One resource would be <https://elibrarymn.org/>

Cluster Skill: VII. Media Literacy Skills - Interacting with media to use and create ideas and information

*How can students demonstrate media literacy to create ideas and expand information?

Action: Teaching and learning through inquiry

Content	Learning process
Individuals and Societies	Learning experiences and teaching strategies *Day One: This will be a very teacher driven lesson (to start) with student verbal or small group engagement determining why the skill of analyzing resources for credibility is important in a digital world, and define what it means to be a reliable digital citizen. *Day Two: Teacher will begin introducing a method and series of questions for source evaluation. Students will be evaluating 5-10 sources using the method instructed upon. Students will choose a pre-written question to begin research upon and be given time to begin evaluating sources. Remind students that through their evaluation, they may find sources that are and are not credible. The goal is to work through this determination, not to just come up with a list of sources that are all credible. Optional Pre-Written Questions for Research Practice - if you are building these lesson alongside a research project, please skip over the optional questions below: - Should college athletes be paid for their participation in sports while enrolled in college? - Should middle and high schools start later in the day rather than early in the morning? - Does social media have an impact on mental health?

	d. Does freedom of speech have limitations? *Day Three: Students will be given additional work time to evaluate sources and ask the teacher questions for understanding. Students will also begin to determine which sources they would/will use for a research project, and which sources they will throw out. This step could be completed using the template below (Inclusion/Elimination of Sources), allowing students to articulate which sources they would use and which they would not, providing space and time for reflection with reasons/explanation. *Day Four - Optional class share out where students can discuss their findings with others who researched the same topic, or a large group share out of their findings. Formative assessment *High 5 Check for understanding - series of questions posed throughout the lesson and checks for understanding administered. *Exit Slip: Why is it important to evaluate sources when completing research? <i>Pose this question to students and ask for a 2-3 sentence response. This could be completed on a jamboard, padlet, google form or paper pencil.</i> *Responses on factual, conceptual and debatable questions. Could be verbally assessed, small group work, or on a written document. *Quick Checks of digital student work with feedback during work time - providing comments as needed on student's digital work. Differentiation *Depending on the level of the group or individual students - the amount of sources being evaluated could be differentiated and pre-assigned through google classroom. For example top students may be given an assignment where they are assessing 8 sources, the middle of the road students may be given the same assignment with the difference being that they are assessing 5 sources, finally the students needing additional support may assess only 3 sources. Again this can be preplanned and assigned in google classroom.
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Resources
*RAVEN Template - http://educationsource.weebly.com/uploads/1/0/3/6/10360154/raven_analysis.pdf *Source evaluation - https://academic-englishuk.com/evaluating-sources *CRAAP Scorecard - https://libguides.ppcc.edu/c.php?g=16624&p=3509587 *The Why Method - https://research.ewu.edu/ld.php?content_id=56851879 *Inclusion/Elimination of Resources Template as created by Amy Yeager and pasted below - can be copied and pasted into an original document for student use! *Resource help (free tools that you can set up by student grade/level to help with finding credible resources): https://elibrarymn.org/ *Other helpful lesson plan ideas to add onto this activity and research lesson design- - Understanding and Evaluating Online Searches - https://www.learningforjustice.org/classroom-resources/lessons/understanding-and-evaluating-online-searches - Analyzing How Words Communicate Bias - https://www.learningforjustice.org/classroom-resources/lessons/analyzing-how-words-communicate-bias - Civic Engagement and Communication as Digital Community Members - https://www.learningforjustice.org/classroom-resources/lessons/civic-engagement-and-communication-as-digital-community-members

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
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*Determine a list of “types of research projects” your students have completed... prior check for understanding and previous work. *Determine if your students have written annotated bibliographies - if they have, they may be familiar with your teachings in this lesson on source evaluation. *Establish research questions that students will be examining while completing this introduction to evaluating sources. Examples to be used could include the following: - Should college athletes be paid for their participation in sports while enrolled in college? - Should middle and high schools start later in the day rather than early in the morning? - Does social media have an impact on mental health? - Does freedom of speech have limitations?	*Day One - create a class culture around the importance of finding, assessing and using reliable/credible sources. Explain the responsibility of each learner in creating/developing work that is research based and fact checked. *Day Two - develop, use or select a method for source evaluation. Introduce this method (examples include: RAVEN, CRAAP) and each of its components clearly pausing for questions. Provide students time for selecting a research question - either from a list that you have provided or on a topic that they are researching. Finally, provide time for students to complete research and source evaluation during class. Again, students can evaluate sources that are both credible and non-credible. *Day Three - students will continue having work time on source evaluation while getting help from the teacher during this time. If no questions come up, the teacher can begin providing written feedback on students' digital assignments. Students will also begin to determine which sources they would/will use for a research project, and which sources they will throw out. *See template below for ideas on what to ask students when evaluating sources. *Day Four - Optional class share out where students can discuss their findings with others who researched the same topic, or a large group share out of their findings.	*Students will have an opportunity to share their findings with their classmates in a round robin share out. *Students will complete an evaluation of what sources they would/will use and which they would not use if this were an actual research project. *Students will have an opportunity to evaluate and reflect on the process of examining/evaluating sources. <i>*See reflection box on the template below.</i>
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MN Social Studies Standard:

8.4.1.2.1 - Gather and organize a variety of primary and secondary sources related to questions; analyze sources for credibility and bias; use sources to draw conclusions; present supported findings.

ISTE Standards:

3 - Knowledge Constructor

B. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

D. Build knowledge by actively exploring real world issues and problems, developing ideas and theories, and pursuing answers and solutions.

Common Core Standards:

CCSS.ELA-Literacy.RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-Literacy.RI.8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Inclusion/Elimination of Resources

Directions: Looking at your list of resources, please determine which resources you would use on a research project about this topic, and which sources you would avoid.

List your research question/topic here: _____

Resource:	Resource 1	Resource 2	Resource 3
Title of the Resource:			
Author and Source of the Resource:			
Is this a resource that you would use if researching credible sources on the topic selected - Yes or No			
In 2 - 3 sentences, explain why you would or why you would not include this resource in your research on your chosen topic. Please refer back to your RAVEN or CRAAP document to help with your reasoning.			

Resource:	Resource 4	Resource 5	Resource 6
Title of the Resource:			
Author and Source of the Resource:			
Is this a resource that you would use if researching credible sources on the topic selected - Yes or No			
In 2 - 3 sentences, explain why you would or why you would not include this resource in your research on your chosen topic. Please refer back to your RAVEN or CRAAP document to help with your reasoning.			

Resource:	Resource 7	Resource 8	Resource 9
Title of the Resource:			
Author and Source of the Resource:			
Is this a resource that you would use if researching credible sources on the topic selected - Yes or No			
In 2 - 3 sentences, explain why you would or why you would not include this resource in your research on your chosen topic. Please refer back to your RAVEN or CRAAP document to help with your reasoning.			

Reflection: How did the lessons this week help in your understanding both the importance of evaluating sources and HOW to evaluate sources? Explain...