

Unit Title: Identifying credible sources (this particular lesson is part of a larger lesson with three components: Google search strategies, Using the district's digital resources, and evaluating general web pages & news sources)

Grade Level: (example: 9, 10, 11, 12 or 7-8) *Grade 6*

Subject Area: (example: Science, Physics; English, Short Stories) *ELA/Media*

Duration/Length/Number of class periods: (example: 5 class periods) *1 - 90 minute block*

Description:

Students will be able to identify whether information they find online is credible before accepting it as true and using it in their project.

Established Goals (National, State, Local):

Grade 6 Writing Strand: 7 Writing Substrand 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

6.7.8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

What Enduring Understandings are desired?

- It is sometimes difficult to distinguish between factual information and fabrication.
- Not all information you read, hear, and see is reliable or accurate.
- Students need to collect and utilize information from a variety of sources.

What Essential Questions will be considered?

- Why do people need the ability to think critically about information they read and view?
- How do you evaluate the quality of information?

Students will know / be able to:

- Students will know that not all information we see and hear is factually accurate
- Students will be able to verify a source's validity when using it for research

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Guiding Question: Have you ever heard or read something and questioned its accuracy? How do you validate it? (ask another person, triangulate, etc.) With regard to digital information you find online, we have some tools to help you determine the validity.			x				
Explore & Equip: Brainstorm as a group - activate prior knowledge - turn & talk then group share, what are some ways you already assess something's validity? Discuss the list and present the CRAP tool. Work your way through the hyperdoc activity to try out this tool yourself. https://docs.google.com/document/d/1EcnyrJnYaV0KBQ4_uCfOJDfNtkQ_5TjM3MwEPAlotk/edit	x			x		x	
Formative assessment: Use Flipgrid to tell about the information you found that was questionable, and how you determined whether it was true.	x				x		
Summative assessment: Student use of information for the Passion project will be evaluated by classroom teachers per the project rubric.		x			x		1a, 1b, 2b, 3b, 3c, 4a

Materials, tools and resources Google Sites to compare, CRAAP Test document, device to use Flipgrid
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Jane Carlson (*this is not a complete unit, rather a component of a larger unit), Owatonna Public Schools
Additional credit given to