

### **Don't Believe The Hype: Online Research**

**Objective:** Students will be able to confidently evaluate the credibility of online sources and collect 3 articles containing evidence supporting their position on the stem cell project.

**Instructional Materials:**

Teacher brings:

1. Keys to the Technology Lab, which has an internet-connected computer for every child.
2. LCD Projector hooked up to a computer.
3. CD player
4. CD: Public Enemy's "It Takes A Nation Of Millions To Hold Us Back", featuring single "Don't Believe The Hype"

Students bring:

1. Classroom writing journals
2. A pencil

**Special Considerations:**

1. This lesson is almost all business: students have to locate evidentiary articles supporting their positions, and will need as much time as possible to locate these articles online.
2. It would be a great time to bring in the librarian (if available), especially since, when it comes to conducting research, these people have so much to offer in terms of pointing students in the right direction.
3. It would be smart to bookmark <http://leo.stcloudstate.edu/research/credibility1.html> (source for discussion on evaluating online sources' credibility) on all the computers in the technology lab, in order to expedite the lesson.
4. It would also be important to reserve the Technology Lab for after school, as many students may want more time to conduct research.

**Procedures:**

Time (min.)	Teacher	Students	Learning/literacy Strategies/modalities addressed
2	Take Attendance while students do the "DO NOW" exercise: "What's the stupidest thing you've ever seen online? On which site did you see it?"	Write down their observations and thoughts in their journals.	

1	Teacher re-informs students that they will be collecting evidence for the PowerPoint presentation. Teacher tells students that a key consideration going into their research is evaluating the credibility of online sources	Students listen.	
1	Teacher shows cartoon on the LCD Projector: "On the Internet, Nobody Knows You're a Dog" <a href="http://www.unc.edu/depts/jomc/academics/dri/idog.html">http://www.unc.edu/depts/jomc/academics/dri/idog.html</a>	Read cartoon.	
1	Teacher: even if it's not a dog writing the article they're looking at, they need to know that some online sources are more credible than others, and they need to critically evaluate which ones are better than others.  Is this man really President of Nepal? <a href="http://www.petroleumjelliffe.com/headlines/king_usurps_ridiculous_crown.html">http://www.petroleumjelliffe.com/headlines/king_usurps_ridiculous_crown.html</a>	Students listen.	
2	Teacher tells students to listen to the song about to be played and tell teacher in one sentence what the point of this song is, as it relates to their online research. Teacher plays the beginning of Public Enemy's "Don't Believe the Hype".	Students listen. Respond orally	Students increase oral literacy skills by expressing ideas orally.
15	Direct Instruction: Teacher goes to this website, and instructs students to go there, as well. <a href="http://leo.stcloudstate.edu/research/credibility1.html">http://leo.stcloudstate.edu/research/credibility1.html</a>  Use LCD Projector and go over the key ideas on evaluating the credibility of online sources: Authorship, Perspectives, Publisher, Coverage, Currency, Accuracy or Verifiability.	Listen, read along with the teacher, ask questions.	Academic literacy skills are key skills students need to learn, and with the increasing presence of the internet as a research source, evaluating online sources is a key research skill to be mastered.
1	Teacher encourages students to go find their sources, and feel free to ask questions, if guidance is needed in finding sources, or if they need help evaluating the credibility of the source.	Students listen to directions, then proceed to do their research.	Online research develops technological literacy, as well as traditional reading literacy skills.
10	Teacher monitors student research, answers any questions. Teacher reminds students that 10 minutes have passed, and they hopefully have a good lead on one or more sources	Students keep researching.	
10	Teacher monitors student research, answers any questions. Teacher reminds students that 10 more minutes have passed: students should have one source already, and should be working on their second and	Students keep researching.	

	third sources.		
5	Teacher monitors student research, answers any questions. Teacher tells students it's time to wrap it up, while also noting that the technology lab will be available after school (with teacher present), if students need more time to conduct research.	Students finish researching.	
5	Teacher asks students to assess the credibility of one online source they've found, by evaluating the article based on the 6 factors discussed earlier.	Students write down their assessments of one article in their journal.	Again, academic literacy skills (evaluating sources) and written literacy skills represent key skills for students as they progress in their education.
2	Teacher asks for a raising of hands to indicate how many students successfully found 3 articles/sources online.	Students respond.	

**Sample Student Products:** As a result of this lesson, students will produce:

1. In-class written assignment: Write a short paragraph evaluating an online sources, according to the 6 criteria discussed in class.
2. Homework assignments:
  - A. 12 points: Evaluate the remaining 2 sources for credibility, using the same 6 criteria that were used for the in-class writing assignment.

**Assessment:** Journal responses are monitored, and checked for appropriateness in-class; more thorough inspection of responses takes place during periodic binder checks.

The end-of-class written assignment can receive a maximum of 6 points, broken down as follows:

- 1 point per criterion for writing down a reasonable opinion assessing the credibility of the online source as it relates to that particular criterion.

The homework assignment can receive a maximum of 12 points, broken down as just as the in-class rubric describes.

**Reflections:** I expect this to be a stressful class for the students, as many of them will be focused on the importance of collecting articles for their public presentations in a few days. Sometimes, this brings out negative emotions: it will be important for the teacher to diffuse these negative, anxious moments, and help students to function on the task at hand. This may require more direct assistance as students do research.

**Literacy Aspect:** There are several different forms of literacy addressed in different facets of this lesson:

1. Written literacy skills: Students will practice their evaluative writing skills. As students record their opinions about the online source, they will be required to exercise their evaluative skills and express their opinion in a succinct, accurate way.

2. Oral literacy skills. Students will practice their oral literacy skills by summarizing the key ideas of song lyrics, and applying them to an academic task.
3. General academic literacy skills. Again, although this skill does not fit easily into a category like “written” literacy or “oral” literacy, students must learn key academic skills, such as academic research skills. Conducting online research, and gaining practice in evaluating the persuasive weight of various online sources is a key academic skill that students must master as they progress through higher education. Gaining a fluent understanding of these processes represents a form of literacy, in my opinion.
4. Technological literacy. In this lesson, students are certainly developing their familiarity with, and better understanding the utility and limitations of, the internet.