

WebCHECK

The Web Site Evaluation Instrument © Small & Arnone, 2013

K-12 LESSON PLANS

Syracuse University

Center for Digital Literacy

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Dear Librarians,

This collection of K-12 WebCHECK lesson plans was created by more than 30 librarians nationwide who pilot tested the WebCHECK Web site evaluation instruments, integrating them into lessons for their students. The collection is organized in book-like format, by level and by general subject area for easy access. We hope you find these WebCHECK lesson plans useful in your libraries.

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HIGH SCHOOL LESSON PLANS

GENERAL INFORMATION:

Lesson Plan Title: The Classics: Benefits of Using Graphic Novels

Related Curriculum Area: ELA

Appropriate Grade Level(s): 9-12

Required Time: 1-2 class periods

Potential Collaborator(s): English

Overview of Lesson:

This end of the year project will encompass the literature the students have read throughout the year. Students in pairs have chosen a novel they enjoyed reading in class and have read the graphic novel as well. They will now be required to research the benefits of using graphic novels in the classroom and create an Xtranormal video and why the graphic novel of their book should be used in the classroom. They are required to use information they have found in their research as well as similarities and differences between the graphic novel and the original novel.

CONTENT TOPIC

English, graphic novels

STANDARDS:

AASL Standards for the 21st Century Learner: 1.1.9, 2.1.4, 2.1.5, 2.1.6

Common Core/State Standards: [CCSS.ELA-Literacy.RL.9-10.7](#), [CCSS.ELA-Literacy.SL.9-10.5](#), [CCSS.ELA-Literacy.SL.9-10.4](#)

Benchmarks or Learning Objectives

By the end of this lesson students will be able to 1.) Compare and contrast the differences between the book and the graphic novel 2.) Explain the benefits of using graphic novels in an educational setting 3.) Use Xtranormal to create a video which expresses their learning in the above areas.

ASSESSMENT METHODS & CRITERIA:

Students will be assessed based on their Xtranormal videos: if they include a comparison of the graphic novel and the book they have chosen and the persuasiveness of the video to use graphic novels in the classroom.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Computers, Internet access, copies of the novel and graphic novel that students choose (interlibrary loan can be used if needed), Xtranormal usernames and passwords, compare and contrast chart.

INSTRUCTION AND ACTIVITIES:

Day 1: Students will work in pairs to research the benefits of graphic novels in education. They will be introduced to the WebCHECK tool and will use it to evaluate the websites they use. Students will also complete the compare and contrast chart for the graphic novel and book which they will use to create their Xtranormal video.

Day 2: Students will work in their pairs to create the Xtranormal video. They will first be introduced to Xtranormal, and will be shown how to create a username and password (one for each pair) so that they can save their videos. They will be given a tutorial on the features of Xtranormal and then they will be able to work on their own videos. Once they have finished their videos, they will publish them and then provide a link to the video to their teacher to view. If there is time at the end of class, a few students can volunteer to share their videos to the class.

SOURCES/CREDITS: N/A

Notes: This lesson is meant to be an end of the year project, after students have read the novels for the year.

GENERAL INFORMATION:

Lesson Plan Title: Financial Literacy Websites to help keep you informed in the Future

Related Curriculum Area: Business Ed -- Financial Literacy

Appropriate Grade Level(s): 11th & 12th

Required Time: 30-40 minutes

Potential Collaborator(s): Math instructor

Overview of Lesson:

As part of the summation of the Financial Literacy course, students will evaluate Web resources dealing with Financial Literacy to find sites that will meet their potential needs in the future.

CONTENT TOPIC

This lesson will be integrated into the Financial Literacy class for high school seniors. Based on what they have learned in the class, students will determine if a certain site contains information that can be used by them in the future to help assist them with their financial planning, budgeting, cash flows, and other needs for financial information in the future.

STANDARDS:

AASL Standards for the 21st Century Learner: 1.1.4, 1.1.5, 2.1.1, 4.4.6

Common Core/State Standards: Montana, RI 11-12.7, RST 6-8.7, RST 6-8.8

Benchmarks or Learning Objectives

At the end of the lesson students should 1) develop initial skill sets to evaluate a financial literacy/planning website in terms of accuracy of information and usefulness; 2) students will discover URLs that can be referenced in the future for use in personal financial planning.

ASSESSMENT METHODS & CRITERIA:

Evaluation of a website answering a short-essay question about the usefulness of the information contained in the site based on student's knowledge of financial literacy.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

PC computers, Internet connection, feedback form, WebCHECK URL link.

INSTRUCTION AND ACTIVITIES

Students were instructed to look at certain Websites dealing with Financial Literacy (one at a time). They were asked to evaluate three articles/Webpages on each of the sites for quality of information, accuracy of information, and future potential use as consumers of financial planning information.

SOURCES/CREDITS

Text: Ryan, Joan S. 2012. Personal Financial Literacy, Second Edition. Mason, OH: South-Western.

NOTES

This lesson is structured to be taught at the end of a course in personal financial planning or financial literacy. Student WebCHECK responses will be collected and aggregated using the WebCHECK tool and summarized into one report.

GENERAL INFORMATION:

Lesson Plan Title: The Civil War

Related Curriculum Area (e.g. Language Arts): Social Studies

Appropriate Grade Level(s): 10th & 11th

Required Time: 4 class periods for library research; additional independent work

Potential Collaborator(s): Teachers of US History

Overview of Lesson: In order to better understand the events of the first half of the Civil War [1861-1863], students will research primary source materials from the period. Working in groups, students will create a newspaper reflecting the point of view of either the Confederacy or the Union. Students will be given a list of events and/or topics to be covered in the newspaper project.

CONTENT TOPIC

The U.S. Civil War

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.3, 1.1.4, 3.3.1, 4.1.2

Common Core/State Standards (indicate which state)

New Jersey, CC9-10.W.7 CC9-10.WH/SS/S/T7 CC9-10 CC9-10.SL.1c

Benchmarks or Learning Objectives

N/A

ASSESSMENT METHODS & CRITERIA:

Students will receive an assignment sheet detailing the written requirements for the newspaper project.

Students will also receive a rubric for determining their grade for each component of the newspaper.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Students will receive a link on the school library's blog that lists the pre-selected websites for the assignment.

INSTRUCTION AND ACTIVITIES

I started this project by discussing the concept with a Social Studies teacher who teaches US History I. Her classes had not been to the media center this semester. Her classes were beginning their study of the Civil War. After several conversations we agreed on the idea of a newspaper project. Because there is so much material available on this topic, she suggested we limit the project to the early years of the Civil War [1861-1863]. I researched websites for the classes to use because I wanted the students to concentrate on the information on each site, not the process of searching for appropriate sites. Day 1: Teacher divided class into groups of three or four. Teacher assigned each group to research the Confederacy or Union. I introduced the websites for the project [located on my blog] and explained there would be a survey to complete at the end. Day 2 Students were given the rubric for creating the newspaper. Students were shown templates to use or model for their own newspaper. Day 3 Students were introduced to the survey and completed it before leaving the media center.

SOURCES/CREDITS

The newspaper rubric was created based on templates found on www.rubistar.4teachers.org

NOTES

When I created the lesson I thought it would be best to give students a wide array of websites. This allowed them to have choices, but it may have skewed the data in terms of the survey because of the low numbers in the sample pool.

GENERAL INFORMATION:

Lesson Plan Title: Website Evaluation

Related Curriculum Area: ELA/Speech & Debate

Appropriate Grade Level(s): 9th – 12th

Required Time: 2 – 3 days

Potential Collaborator(s): English, Social Studies, Science, Speech & Debate teachers

Overview of Lesson: Students will explore aspects of website evaluation using three website evaluation tools. They will begin by evaluating bogus websites that aren't identified as such. They will be given personal and group feedback on their evaluations and will apply what they've learned by evaluating a legitimate site. They will evaluate that legitimate site using three different website analysis tools and will conclude by evaluating the tools relative to each other.

CONTENT TOPIC

Speech & Debate resources

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5, 1.2.2, 1.2.4, 1.2.5, 1.4.1, 1.4.3 2.1.4, 2.3.3, 3.4.1, 4.3.2

Common Core/State Standards (indicate which state)

ELA-Literacy: CCRA.R.7, W.9-10.8, W.11-12.8, RH.11-12.7, RST.11-12.7

Benchmarks or Learning Objectives

Identify and be able to use a wide range of information sources. 2.2 Evaluate content from print, visual, audio and electronic media. 2.3 Select appropriate resources. 5.1 Evaluate one's own information seeking process and product. 5.2 Devise strategies for improving the process and product.

ASSESSMENT METHODS & CRITERIA:

Students practiced using the CCPS Website Evaluation Checklist to evaluate bogus websites, which the media specialist reviewed and wrote comments on to commend parts that were well done and provide suggestions for improvement. After each person received personal feedback, common errors were addressed in a quick mini lesson. Then students chose a website, from a pre-selected list of debate-related websites, and completed the CCPS Website Evaluation Checklist for a formative grade which was

assessed by their Speech & Debate teacher. Then they used the Maryland State Department of Education's CARES Evaluating Websites Rubric to evaluate the same site, noting differences and discussing them as a group at the end of class. On the final day, they evaluated the same site using the WebCHECK instrument and compared the strengths and weaknesses of each tool as compared to the others.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

SMART Notebook, "State of Disbelief" State Farm commercial, list of bogus websites, list of websites related to debate, CCPS Website Evaluation Checklist, Maryland State Department of Education's CARES Evaluating Websites Rubric, WebCHECK Screenshot Student Directions Bogus Sites:

<http://www.dhmo.org/> <http://www.ovaprima.org> <http://haggishunt.scotsman.com> Debate Sites:
<http://www.factcheck.org> <http://idebate.org/deATABASE> www.procon.org www.opposingviews.com
www.createdebate.com <http://www.debate-central.org>

INSTRUCTION AND ACTIVITIES

Discuss value of website evaluation to Speech & Debate class and life in general. Students brainstorm web evaluation factors and categorize them as a pre-assessment of what they know and to introduce the topic. Discuss the concept of a range of acceptability based on purpose. Share web examples and non-examples for authority, currency, web design, accuracy, bias, and purpose. Go over how to navigate a site to find the information needed for evaluating each of the factors. Give students list of bogus websites (without telling them that's the case) from which they need to pick one to evaluate using the CCPS Website Evaluation Tool. They each complete their own form but may explore and discuss one website together. Debrief at end of activity about what gave away the websites as bogus and how the evaluation tool helped/didn't help them determine that. Collect tool to provide feedback. Teach mini lesson on common errors and how to avoid them. Return their tools with written feedback. Students explore a few pre-selected debate-related websites, and then pick one to evaluation with the CCPS Website Evaluation Tool, which is graded. They will use the SMART Board to display the sites and go over where they found the criteria they evaluated on each of them, discussing how they evaluated it with their reasoning. Students are introduced to the Maryland State Department of Education's CARES Evaluating Websites Rubric, which they use to evaluate the same debate website they evaluated with the CCPS Website Evaluation Tool. Class discusses the tools' differences and their usefulness as a debrief.

Students are then introduced to the WebCHECK Tool and use it to evaluate the same debate website, noting similarities and differences to other tools. Class discusses their piloting the three tools and observations regarding the strengths and weaknesses of each tool.

SOURCES/CREDITS

State Farm “State of Disbelief” State Farm commercial (posted on YouTube) Cecil County Public Schools’ Website Evaluation Checklist Maryland State Department of Education’s CARES Evaluating Websites Rubric

GENERAL INFORMATION:

Lesson Plan Title: Romeo & Juliet Research Project - Website Source Evaluation

Related Curriculum Area: English

Appropriate Grade Level(s): 9th grade

Required Time: 40 minutes (part of 4-5 day unit)

Potential Collaborator(s): English 9 teacher(s)

Overview of Lesson: It is currently part of our library curriculum that students in all 9th grade English classes complete a research project that incorporates the Big Six Information and Technology Skills. Students are assigned a topic relative to the work they are studying (in this case, *The Tragedy of Romeo and Juliet*) and then guided through the research process by completing a research packet and following along with lessons designed and viewed using the Blackboard LMS. Each lesson focuses on a Specific Big Six skill in order. Students are in the library 4-5 days to complete the project, and locate a variety of resources to create a culminating presentation on their topics. For this particular project, students work in pairs to research their topics and then use Google Presentation to create a final presentation to share with the class.

CONTENT TOPIC

Students will be researching topics related to the time period and that have historical significance to the play *The Tragedy of Romeo and Juliet* by William Shakespeare. Students will be assigned a partner and given one of the following topics: • Money or currency • Postal system • Herbs for medicinal purposes • Mythological allusions • Concepts of predestination and fatalism • Astrology • Bubonic plague • Marriage practices • Funeral and burial practices

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5

Common Core/State Standards (indicate which state)

Pennsylvania, 1.4.9-10.W, 1.4.9-10.V

Benchmarks or Learning Objectives

After completing this research project, students will be able to do the following: • reorder the steps of the Big Six process to follow their correct structure and order • apply the Big Six process model to the

research project at hand • combine the steps in the Big Six model with the inquiry based process framework • analyze prior knowledge to determine what additional information is needed to complete a project • compile a list of questions to use as the basis for additional research • evaluate sources found in the learning environment to select or reject them for use in the current project. • locate appropriate sources based on the criteria • compose a properly documented source list using MLA style

ASSESSMENT METHODS & CRITERIA:

Students will be assessed on their ability to complete the research packet with accuracy, as well as their ability to complete the required presentation. The librarian will grade the research packet, and the classroom teacher will grade the final presentation.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

- Blackboard lessons • Assignment Packet with detailed directions and space for note taking • Video: ABCD's of Website Evaluation: <http://www.youtube.com/watch?v=g6M-ViddtUE>

INSTRUCTION AND ACTIVITIES

The website evaluation lesson begins on the fourth day that students are in the library for research. The previous two days will have been spent locating and taking notes from book and database resources. For the final research portion, students will be guided to Assignment 7 to learn how to locate and evaluate website resources. Description of lesson: 1. Students log on to their Google Apps account to locate their research packet (all assignment packets were digital and shared with students via Google Docs), and then their Blackboard account to locate the lesson materials for Assignment 7. Students will be familiar with this process after having completed the same actions during their first three days in the library. 2. The librarian leads a class discussion on the differences between books, databases, and internet resources. 3. The class views the video: ABCD's of Website Evaluation. 4. Librarian directs the students to Assignment 7 resources in Blackboard. Students use their keywords created during Assignment 3 to locate a website relative to their topics. 5. Students are shown how to locate the information on using the WebCheck evaluation tool to evaluate their website. All information is shared in the Blackboard folder for Assignment 7. 6. As the students locate their websites and use the evaluation tool, the librarian circulates around the room collecting feedback and explaining the report. 7. Students decide to use their website or locate another one if they feel that their website did not receive a good evaluation.

SOURCES/CREDITS

Eisenberg, Mike and Robert E. Berkowitz. The Big Six Skills: Information and Technology Skills for Student Success. Big 6, 2013. Web. 23 April 2013. <<http://big6.com/>>. Oklahoma City Community College Library. "Evaluating Websites." YouTube. Youtube. 9 Jan 2012. Web. 23 April 2013. <<http://www.youtube.com/watch?v=g6M-ViddtUE> >.

NOTES

N/A

GENERAL INFORMATION:

Lesson Plan Title: Screencast-o-Graphic

Related Curriculum Area: Computer/Technology Arts, Math

Appropriate Grade Level(s): 9-12th grade (High School Level)

Required Time: 75-90 minute class period

Potential Collaborator(s): Computer/Technology Teacher, Statistics Teacher

Overview of Lesson: Students will be introduced to WebCHECK and the teachers will review how to evaluate a website with students using a website relevant to the class subject matter or unit. The teachers will then introduce and review the expectations for the class exercise/assignment. Students will be expected to evaluate a website of their choice relevant to the unit using WebCHECK, interpret the results and use the website to create an infographic, and then screencast their presentation of an evaluation of the website displaying and explaining their method of evaluation of the website, an introduction and use of WebCHECK, and how their evaluation and the use of the WebCHECK tool influenced their decisions leading to their infographic creation. Before students begin their class assignment, the teachers will introduce the infographic and screencasting tools recommended.

CONTENT TOPIC

Screencasting, Data Visualization

STANDARDS:

AASL Standards for the 21st Century Learner

- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Common Core/State Standards (NY)

CC9-10RS/TS5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

CC9-10WH/SS/S/T6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Benchmarks or Learning Objectives

At the end of the lesson students should 1) understand how to evaluate a website in terms of accuracy of information and usefulness; 2) understand how to present findings in a multimedia presentation.

ASSESSMENT METHODS & CRITERIA:

Screencasted presentation including demonstration of mastery of screencasting tool, creation of an infographic presented in the presentation demonstrating an understanding and portrayal of website evaluation results from WebCHECK, and demonstration of mastery of WebCHECK for evaluation of a website chosen by the student.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

<http://webcheck.ischool.syr.edu/> (Senior Instrument)

Screencasting tool (e.g., <http://www.screencast-o-matic.com/>)

Infographic tool (e.g., <http://create.visual.ly/> or <http://www.easel.ly/>)

Computers (i.e., computer lab, loan out devices, personal devices, etc.)

Device for projection of class discussion points (i.e., SMART Board, Projector, etc.)

INSTRUCTION AND ACTIVITIES

First, the teachers will introduce students to WebCHECK and review how to evaluate a website. The website chosen should be relevant to the class subject matter or unit. Next, the teachers will introduce and review the expectations for the class exercise/assignment. Students will be expected to evaluate a website of their choice relevant to the unit using WebCHECK, interpret the results, create an infographic based on their findings, and then screencast their presentation. The presentation will include 1) an evaluation of the website displaying and explaining their method of evaluation of the website, 2) an introduction and use of WebCHECK, and 3) how their evaluation and the use of the WebCHECK tool influenced their decisions leading to their infographic creation shared/presented. Before students begin their class assignment, the teachers will introduce the infographic and screencasting tools recommended and/or preferred for students' use.

The next class period will be reserved for either presenting students' creations or for highlighting the best presentations. If time permits, it is optional to have students vote on the best presentation. It is also optional for the teachers to allow their students to publish their presentations to their ePortfolios, an education-based platform, or another means of display for parents, peers, teachers, etc.

NOTES

This lesson can be modified to fit the school district or school's budget for screencasting tools. For creating an infographic, see <http://www.hongkiat.com/blog/infographic-tools/> for options to introduce to students (e.g., <http://create.visual.ly/> or <http://www.easel.ly/>.)

GENERAL INFORMATION:

Lesson Plan Title: Marketing Me, Myself and I

Related Curriculum Area: Computer/Technology Arts,

Appropriate Grade Level(s): 9-11th grade (High School Level)

Required Time: 45 minute class period

Potential Collaborator(s): Computer/Technology Teacher, College Counselor

Overview of Lesson: Students in preparation for internships and college/university applications will be starting a project to create their own ePortfolios or digital websites to market themselves as viable candidates for future career and college opportunities. In preparation, students will analyze an individual's website/ePortfolio (e.g., see <http://www.digication.com>) and then collaboratively discuss in groups what characteristics of the particular website was successful or in need of improvement. Students will take on the point of view of college admissions offices and job interviewers. Ultimately, students will be determining what is important to consider when creating their own digital portfolio. The class will then reconvene to devise their own list of what makes an ePortfolio a strong candidate for consideration.

CONTENT TOPIC

Web Design, Marketing

STANDARDS:

AASL Standards for the 21st Century Learner

Common Core/State Standards

Benchmarks or Learning Objectives

ASSESSMENT METHODS & CRITERIA:

Group evaluation of the ePortfolio using WebCHECK must be printed out and turned in with a one to two page, typed collaborative assessment based on the group's discussion and the WebCHECK evaluation.

The collaborative written assignment should address the following in an evaluative report: 1) What aspects need improvement and why; 2) What aspects are successful and why; 3) Based on this evaluation, what should be included and considered when creating an ePortfolio (bulleted list of criteria is acceptable) and why (explanation required).

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

<http://www.emergingedtech.com/2013/03/are-eportfolios-still-relevant-for-todays-students/> (pre-reading for librarian to use as an introduction/background for lesson)

<http://www.digication.com> for ePortfolio examples

<http://webcheck.ischool.syr.edu/> (Senior Instrument)

Computers (i.e., computer lab, loan out devices, personal devices, etc.)

Device for projection of class discussion points (i.e., SMART Board, Projector, etc.)

Supplemental Resources/Recommendations:

<https://www.accredible.com/>

INSTRUCTION AND ACTIVITIES

First, introduce what an ePortfolio is and why it's important. The instructors will then introduce WebCHECK and why it is a useful assessment tool. Next, model how to use WebCHECK (i.e., what the Group/Class ID should be), show what the results will look like after a student has completed the evaluation, and how students can interpret the results.

Students will then break into collaborative groups (assigned or by choice per instructors' decision) to choose an ePortfolio or individual's website. Once a decision has been made, students will independently navigate the ePortfolio or website while taking notes based on an informal analysis, and then independently evaluate the site using WebCHECK.

SOURCES/CREDITS

Inspiration and ideas pulled from Dr. Marilyn Arnone's IST 611 Assignment #2, "From Website Evaluation to Design Concept."

NOTES

This lesson can be modified to fit the school district or school's current platform for ePortfolios. If a platform or system is not already in use, recommendations for possible ePortfolio creators include: Evernote, Google Sites, Weebly, Mahara, Wordpress, or blog platforms, etc.

GENERAL INFORMATION:

Lesson Plan Title: Game Design

Related Curriculum Area: English Language Arts

Appropriate Grade Level(s): 9th-10th grades (High School Level)

Required Time: 75-90 minute class period

Potential Collaborator(s): ELA Teacher

Overview of Lesson: Either prior to or while students are reading and analyzing a novel for class, the teachers will introduce the author's website. If the novel's author does not have a website, a website will be chosen that is applicable to the illustrator, editor, publisher, or genre, etc. The teachers will then give students 20 minutes to analyze the website using their computers or their own devices and to create a set of at least 10-15 questions. The questions developed will be used to evaluate the website and be considered for questions in a game design. The teachers will then break students into groups, explaining that they are to use their analysis and questions to create a class game in 30 minutes. Each student group will be expected to create a set of directions, set of questions, and set of rules for a game centered around website evaluation. At the end of the allotted time, the teachers will introduce WebCHECK and give each group 15-20 minutes to evaluate a website using WebCHECK and to use the tool to inform their game design (i.e., rules, directions, questions, etc.). The teachers will clarify any questions and explain that they will review each group's game creation and the best design will be played out by the class during the next class period.

CONTENT TOPIC

Game Design, Web Design

STANDARDS:**AASL Standards for the 21st Century Learner**

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.

Common Core/State Standards (NY)

CC9-10RS/TS5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Benchmarks or Learning Objectives

At the end of the lesson students should 1) understand how to evaluate a website in terms of accuracy of information and usefulness; 2) recall relevant information while engaging in productive collaboration with their peers; 3) develop an understanding of how to create questions informed by game design and web evaluation.

ASSESSMENT METHODS & CRITERIA:

Each group will be graded upon class participation and their completion of the requirements and design of a game for web evaluation. Each group will also be expected to turn in the printed results for the WebCHECK evaluation completed. The requirements for the group game design include a list of directions, a list of rules, a list of 30 questions either included in the game design or those that informed their design (i.e., chosen from the questions each student independently created during the initial class exercise), and a brief presentation with a Web 2.0 tool of their choice for the following class period.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

For background information and articles regarding game design as pre-reading for the teachers, go to <http://becauseplaymatters.com/>.

Computers

SMART Board, Projector, or something for projecting the author's website modeled

Author's website for novel being read in class

<http://webcheck.ischool.syr.edu/> (Senior Instrument)

INSTRUCTION AND ACTIVITIES

First students will be provided with an introduction to the author and/or novel depending on whether this lesson is given prior to, during, or after the class novel has been read. The teachers will also review the guidelines and expectations for the group exercise students will be engaging in to create a class game. Furthermore, the teachers will explain that once each group's game design has been finished by

the end of the period (or by a designated time and/or day), students will be expected to present their game design using a Web 2.0 tool of their choice and the class will vote on the best game design. The team with the best game design will get to lead the class in playing their game at a designated time and date during class.

After a brief introduction, students will be directed and given 20 minutes to independently analyze the author's website using their computers or their own devices. Students will be also be instructed to create a set of at least 10-15 questions that can be used to evaluate the website and be considered for their game design.

After the 20 minutes are up, students will be divided into groups of three to four people. Each group will be expected to create a set of directions, set of 30 questions, and set of rules for a game centered around website evaluation in 30 minutes. At the end of the allotted time, the teachers will introduce WebCHECK and give each group 15-20 minutes to evaluate a website using WebCHECK. During this time student groups will be expected to print the results to turn in at the end of the period and to use the tool to inform their game design (i.e., rules, directions, questions, etc.). During the class period, the teachers will be available to clarify any questions or provide any assistance.

SOURCES/CREDITS

NOTES

This lesson can be modified to fit the ELA teacher's unit or curricula in effort to support his/her needs. It is also optional for the teachers, if time permits, to walk students through creating their own rules for the class game in a class exercise. This will allow students to critically think about game design as it relates to website evaluation.

GENERAL INFORMATION:

Lesson Plan Title: Discerning Fact, Opinion, and Bias

Related Curriculum Area: English Language Arts

Appropriate Grade Level(s): 8-9

Required Time: 3 class periods (50 minutes each)

Potential Collaborator(s): 8th & 9th grade ELA teachers

Overview of Lesson: Students will choose a topic of their choice to investigate. Students will research the topic using periodical databases and the Internet. Each day will focus on a different aspect of the topic in order for students to compare and contrast factual, opinionated, and biased information and reflect on the sometimes glaring, sometimes subtle differences between them.

CONTENT TOPIC

Choice of the student – group brainstorming to discuss appropriate topic areas – the choice will continue to be used for further work in the English classroom.

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.1, 1.1.2, 1.1.3

Common Core/State Standards

RI 8.1, RI 8.6, RI 8.7, RI 8.9, W8.7

Benchmarks or Learning Objectives

To provide students with an introduction to periodical databases and how to search them 2. To reinforce their understanding of the differences between fact, opinion, and bias in information 3. To use the Webcheck process to help identify appropriate web resources

ASSESSMENT METHODS & CRITERIA:

Assessment Methods: Formative Assessment of 1. Topic Choice 2. Database searching techniques 3. Choice of appropriate documents to demonstrate fact, opinion, bias 4. Webcheck documents (both group & individual) Written Assessment (by English teacher) 1. Three reflection paragraphs; responses to guiding questions

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Infotrac periodical database (Cengage Gale), websites freely available over the Internet

INSTRUCTION AND ACTIVITIES

Day 1: Students were introduced to the facets of fact, opinion, and bias in information through 3 YouTube videos, showing the same topic 3 different ways. Students were encouraged to discuss the differences between them. Differences in vocabulary were highlighted. Next students defined the three words and orally demonstrated examples of each. Questions were invited at this time. Students were then directed to consider the choice of a topic to investigate over the next several days to identify the differences between fact, opinion, and bias. The students listed examples of appropriate and inappropriate topics on the board. Students then were guided in how to access one of our research databases, Infotrac. Each type of resource present in the database was discussed as students looked at examples pertaining to their topic, so students could identify the differences. Students then explored their topic, reading articles from newspapers and magazines looking for articles that they deemed factual based on personally developed criteria. The librarian and teacher circulated around the room to check on topic choice, answer questions, and help with identifying appropriate sources. Once students had found 2 articles that they determined had factual information, the students learned how to email the articles and links to themselves. The day wrapped up with a group discussion of what personal criteria the students used to identify factual information. For homework, the students wrote a paragraph demonstrating an effective topic sentence, evidence, and concluding sentence. The students both wrote about what they had learned about their chosen topic and how they identified the information as factual.

Day 2: The day again began with 2 YouTube videos about dogs: one was factual, one was opinionated. Next the students watched the librarian model a search on the Infotrac database, and copied her actions. The class read and discussed an opinion piece about the negatives of dog ownership. Language that was opinion was discerned, as well as the facts that supported the opinion. The class identified and developed personal criteria to explore opinion. Next the librarian modeled how to search for opinion articles (editorials, letters to the editor, columns, etc.) on the Infotrac database resource. The students then had time to search for 2 opinion articles on their chosen topic, preferably expressing opposing views. The two teachers circulated as on Day 1, observing and guiding. Once the resources were located,

students downloaded the articles and highlighted the statements of opinion first, and then with a different color, highlighted the facts supporting the opinion. The class ended with a discussion of the difference between fact and opinion and the students' personal criteria for discerning that difference. For homework, the students emailed the English teacher the highlighted articles and wrote a paragraph discussing their means of determining the parts as well as a reflection on what they had learned about their topic.

Day 3: We started the day looking at a website that contained a fair amount of bias. Students looked for an article on the site that suggested "the best dogs for families." Students were told to consider both their experience with the site itself (ease of navigation, availability of the required information, etc.) and the article itself. The class discussed the presence of fact, opinion, and bias in the article. The 3 terms were once again defined and written on the board. Next the students, as a class, completed the WebCheck instrument (the Facilitator copy.) The students now had time to search for websites about their topic that contained information which they deemed to be factual, based on their previously discussed criteria, and information that they deemed to be either opinionated or biased. Once they found a website which matched their understanding, each student evaluated the site with the WebCheck instrument (the personal one, not the facilitated one.) The teachers continued to circulate. When they completed the project, the students wrote a paragraph answering guiding questions about how they evaluated the appropriateness of the website for the required purpose, how they developed and used their personal criteria for understanding fact, opinion, and bias, and what they had learned from the process. They were also asked to reflect on the helpfulness of the WebCheck instruments. All of these paragraphs (from each of the days) were shared between the librarian and the English teacher so that they could both assess the learning process. The English teacher then planned to take the students' new knowledge of their topic and bridge into a new instructional unit. Notes: This lesson could be "flipped" or trimmed by having the students watch the videos before the classroom portion, and/or having them view a video showing the procedure for searching the Infotrac database. However, there is ample opportunity as is for hands on learning.

SOURCES/CREDITS

N/A

NOTES

MIDDLE SCHOOL LESSON PLANS

GENERAL INFORMATION:

Lesson Plan Title: Capturing Historical Figures in Graphic Novels

Related Curriculum Area: ELA, History

Appropriate Grade Level(s): 6-8

Required Time: 2-3 class periods

Potential Collaborator(s): History and English Teacher

Overview of Lesson: The History and English teacher have teamed up to have their students participate in this project. The students will be researching a historical figure from the Civil War and will create a graphic novel featuring that person, which has to include factual information but can be fictional in nature. A list of historical figures will be provided for students to choose from. The website pixton.com will be used to create the graphic novels.

CONTENT TOPIC

History: Civil War, ELA

STANDARDS:

AASL Standards for the 21st Century Learner: 1.1.2, 2.1.4, 2.1.6

Common Core/State Standards: [CCSS.ELA-Literacy.W.7.3b](#), [CCSS.ELA-Literacy.W.7.3d](#), [CCSS.ELA-Literacy.W.7.7](#)

Benchmarks or Learning Objectives

After this lesson students will be able to 1.) Conduct research on a historical figure and select appropriate resources for their needs 2.) Create a graphic novel using pixton.com to express what they have learned about their person 3.) Creatively interweave both historical facts and a fictional story which includes this person as a character in their graphic novel.

ASSESSMENT METHODS & CRITERIA:

Students will be assessed based on their finished graphic novel created through pixton.com. Students will be assessed on their creativity and their inclusion of historical facts into their story.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Computers, Internet access, access to pixton.com, usernames and passwords for pixton.com, webCHECK url, list of Civil war historical figures

INSTRUCTION AND ACTIVITIES:

Day 1: Students will be introduced to the WebCHECK tool which they will use to evaluate any website they wish to use to gather historical facts on the person of their choice. Students will choose the person they want to research and will then be able to conduct research on their own using the WebCHECK tool as they go.

Day 2: Students will be introduced to the website pixton.com where they will be creating their graphic novels. Students will create a username and password and will be guided through the how to create a graphic novel and will then be allowed to start creating their own graphic novel.

Day 3: Students will be able to finish up and polish their graphic novels and then if there is time, students can share some of their finished projects with the class.

SOURCES/CREDITS: N/A

NOTES: This lesson can done in two class periods if need be, however it might be more beneficial to give students an extra day to finish up and edit their novels and give them the chance to share them with the class.

GENERAL INFORMATION:

Lesson Plan Title: Extra! Extra! Read All About It!

Related Curriculum Area: History

Appropriate Grade Level(s): 7-8

Required Time: 4-5 class periods

Potential Collaborator(s): History teacher

Overview of Lesson:

The students will be generating a one to two page newspaper using a major historical event that happened during the month of April. They will be required to name their paper, make sure the edition has the correct date, write a headline article, at least one interview from an “eyewitness,” and supplemental articles. Students will be completing this project in groups, and each will be assigned a role for a specific article.

CONTENT TOPIC

Historical events of April. We will be using the following: George Washington becomes president, Lincoln’s Assassination, Chernobyl, the start of the Revolutionary War, the San Francisco Earthquake, Paul Revere’s Ride, and the sinking of the Titanic.

STANDARDS:

AASL Standards for the 21st Century Learner: 2.1.4, 3.1.4

Common Core/State Standards: PA RWSL 1.8.8 A, B, C

Benchmarks or Learning Objectives:

ASSESSMENT METHODS & CRITERIA:

Rubric for completed newspaper

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Project sheets, computers for students

INSTRUCTION AND ACTIVITIES

Day 1: Introduction of lesson, assigning of groups and jobs within groups, allow students to select topic for newspaper. Students will then be permitted to start selecting resources to research their topics. Web Check tool will be used to evaluate resources and only sites that receive a positive evaluation will be permitted.

Day 2: Continuation of locating/evaluating resources.

Day 3: Use the resources that have been gathered to start generating facts for newspaper articles. The group will work as a whole to create the paper name, headline and date. The editor will write the feature article and each reporter will write an additional article.

Days 4 and 5: Write articles. After articles have been written and approved, the students will use the Printing Press tool at http://www.readwritethink.org/files/resources/interactives/Printing_Press/ To layout their finished newspaper.

SOURCES/CREDITS

NOTES

GENERAL INFORMATION:

Lesson Plan Title: Science Fair Websites

Related Curriculum Area: Computer/Technology Arts, Science

Appropriate Grade Level(s): 6th-8th grades (Middle School Level)

Required Time: 45 minute class period

Potential Collaborator(s): Computer/Technology Teacher, Science

Overview of Lesson: As students are likely creating and visiting websites for school related and/or extracurricular activities, the teachers will introduce this lesson either before or during the Science Fair. In discussing or introducing the science fair project expectations, the teachers will model a published student's science fair project website or pictures from past projects. Teachers will also introduce WebCHECK and model how to evaluate a website (e.g., <http://sciencefair.math.iit.edu/display/>) using WebCHECK. Students will then work independently or with their science fair partner/group to use WebCHECK to evaluate an assigned science fair related website (i.e., teachers can create an example of a website to control what is purposely left out and included). Students will then reflect on their evaluation during a class discussion as each student begins to think about what their science fair website will include based on their evaluations and the requirements for the project goals outlined by the classroom teacher.

CONTENT TOPIC

Science Fair related topics

STANDARDS:**AASL Standards for the 21st Century Learner**

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Common Core/State Standards (NY)

CC6-8RS/TS5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Benchmarks or Learning Objectives

At the end of the lesson students should 1) be able to critically evaluate a science fair related website in terms of accuracy of information and usefulness; 2) discover websites that can be influential in their creation of a website for their science fair projects.

ASSESSMENT METHODS & CRITERIA:

The evaluation of a science fair related website using WebCHECK must be printed out and turned in. Students will be expected to evaluate their own Science Fair website prior to completing their project. Additionally, it is recommended if time permits that students be required to use a Web 2.0 tool to reflect on what they have learned as they begin to brainstorm and think about their own science fair website.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Science Fair related website for modeling/guided practice

<http://webcheck.ischool.syr.edu/> (Middle Instrument)

Computers (i.e., computer lab, loan out devices, personal devices, etc.)

Device for projection of class discussion points (i.e., SMART Board, Projector, etc.)

Supplemental Resources/Recommendations:

<http://sciencefair.math.iit.edu/display/>

INSTRUCTION AND ACTIVITIES

First, the teachers will introduce the expectations of the supplemental website presentation for their science fair projects. In doing so, the teachers will further introduce what a Science Fair website should include and why it's important. After an introduction and class discussion, the teachers will introduce WebCHECK, modeling what it is and how to use this tool to evaluate a science fair related website.

Next, the teachers will introduce the independent class exercise. To begin, teachers will assign a website for evaluation. The teachers will then model how to use WebCHECK (i.e., what the Group/Class ID should be) and how to evaluate a website using this tool by walking through this exercise as a class. The teachers will then show students what the results will look like after the WebCHECK evaluation has been completed, while clarifying what the results mean in relation to the website being evaluated. The

teachers will require that each student print their evaluative results and use these to inform their own decisions of what to include in their science fair website presentation.

Students will then evaluate their assigned website using WebCHECK while asking any clarifying questions as needed. When each student has completed the WebCHECK evaluation, students will print the results and be expected to discuss their evaluative results with the rest of the class with time to ask clarifying questions.

Time permitting, students will use a Web 2.0 tool to reflect on their evaluative process to begin thinking and planning what they would include in their website and how it would be organized (i.e., blog platform for reflection, etc.).

SOURCES/CREDITS

NOTES

This lesson can be modified to fit the school district or school's current platform for ePortfolios and websites. If a platform or system is not already in use, recommendations for possible website creators include: Google Sites, Weebly, Wordpress, etc.

GENERAL INFORMATION:

Lesson Plan Title: Screencast-o-Rama

Related Curriculum Area: Computer/Technology Arts, Math

Appropriate Grade Level(s): 7-8th grade (Middle School Level)

Required Time: 45-75 minute class period

Potential Collaborator(s): Computer/Technology Teacher

Overview of Lesson: Students will be introduced to WebCHECK and the teachers will review how to evaluate a website with students using a website relevant to the class subject matter or unit. The teachers will then introduce and review the expectations for the group exercise/assignment. Students will be expected to work in pairs to 1) evaluate a website of their choice from a list of options (created by the teachers relevant to the unit) using WebCHECK, 2) interpret the results in a one page paper (2-3 paragraphs) describing the most effective characteristics and those that need to be changed and how, and 3) screencast their presentation of an evaluation of the website using WebCHECK and based on what they explained in their paper. Before students begin their class assignment, the teachers will introduce the screencasting tools recommended.

CONTENT TOPIC

Screencasting

STANDARDS:

AASL Standards for the 21st Century Learner

- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Common Core/State Standards (NY)

CC6-8RS/TS5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

CC6-8WH/SS/S/TS6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Benchmarks or Learning Objectives

At the end of the lesson students should 1) understand how to evaluate a website in terms of accuracy of information and usefulness; 2) demonstrate how to evaluate a website and convey an understanding of evaluating a website using a screencasting tool.

ASSESSMENT METHODS & CRITERIA:

Screencasted presentation including demonstration of mastery of screencasting tool, typed paper demonstrating understanding of website evaluation and the results from WebCHECK, as well as a demonstration of mastery of WebCHECK.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

<http://webcheck.ischool.syr.edu/> (Middle Instrument)

Screencasting tool (e.g., <http://www.screencast-o-matic.com/>)

List of websites acceptable for group exercise/assignment (to be determined by teachers based on the unit and classroom teacher's needs)

Computers (i.e., computer lab, loan out devices, personal devices, etc.)

Device for projection of class discussion points (i.e., SMART Board, Projector, etc.)

INSTRUCTION AND ACTIVITIES

First, the teachers will introduce students to WebCHECK and review how to evaluate a website. The list of possible websites students may choose from should be relevant to the class subject matter or unit.

Next, the teachers will introduce and review the expectations for the class exercise/assignment. Students will be expected to evaluate a website from the list provided using WebCHECK, interpret the results in a one page paper highlighting what makes the website successful and/or what needs to be improved upon and why, and then screencast their presentation. The screencasted presentation should include 1) an evaluation of the website displaying and explaining their method of evaluation of the website, 2) an introduction and use of WebCHECK, and 3) an interpretation of their WebCHECK results based on what they expressed in their paper. Before students begin their class assignment, the teachers will introduce the screencasting tools recommended and/or preferred for students' use.

The next class period will be reserved for either presenting students' creations or for highlighting the best presentations. If time permits, it is optional to have students vote on the best presentation. It is also optional for the teachers to allow their students to publish their presentations to their ePortfolios, an education-based platform, or another means of display for parents, peers, teachers, etc.

SOURCES/CREDITS

NOTES

This lesson can be modified to fit the school district or school's budget for screencasting tools (e.g., screencast-o-matic, Screenr, Camtasia, etc.). See <http://lifehacker.com/5410229/five-best-screencasting-tools> for additional options.

GENERAL INFORMATION:

Lesson Plan Title: Web-or-Check

Related Curriculum Area: English Language Arts

Appropriate Grade Level(s): 6th-7th grades (Middle School Level)

Required Time: 45-50 minute class period

Potential Collaborator(s): ELA Teacher

Overview of Lesson: Either prior to or while students are reading and analyzing a novel for class, the instructors will introduce the novel's author's website. If the novel's author does not have a website, a website will be chosen that is applicable to the illustrator, editor, publisher, or genre, etc. The teachers will then give students 5 minutes to analyze the website using either their computers or filling out a worksheet to analyze the website. The teachers will then introduce WebCHECK by creating a competitive class game. (See Instruction and Activities for rules and description.) At the end of the game, the teachers will have each student reevaluate either the same website or a similar website using WebCHECK to gain practice using the tool to analyze a website, and to interpret the results. The teachers will clarify any questions regarding the results if necessary.

CONTENT TOPIC

Web Evaluation (Web Publisher/Designer's Perspective)

STANDARDS:**AASL Standards for the 21st Century Learner**

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

3.2.3 Demonstrate teamwork by working productively with others.

Common Core/State Standards (NY)

CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Benchmarks or Learning Objectives

At the end of the lesson students should 1) understand how to evaluate a website in terms of accuracy of information and usefulness; 2) recall relevant information while engaging in productive collaboration with their peers.

ASSESSMENT METHODS & CRITERIA:

Class participation in game and completion of WebCHECK evaluation of the author's website.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

<http://webcheck.ischool.syr.edu/> (Middle Instrument)

Computers (i.e., computer lab, loan out devices, personal devices, etc.)

Device for projection of class discussion points (i.e., SMART Board, Projector, etc.)

INSTRUCTION AND ACTIVITIES

Either prior to or while students are reading and analyzing a novel for class, the instructors will introduce the novel's author's website. If the novel's author does not have a website, a website will be chosen that is applicable to the illustrator, editor, publisher, or genre, etc. The teachers will then give students 5 minutes to analyze the website using either their computers or filling out a worksheet to analyze the website.

The teachers will then introduce WebCHECK by creating a competitive class game. The class will be divided evenly into two teams. Each team will have one participant at a time placed in the "hot seat" at the front of the room. Two hot seats, one for each team, will be placed back to back at the front of the room. The teacher will read aloud a question from the WebCHECK Middle instrument while the two students in the hot seats will have 10 seconds to answer the question. If neither student has answered the question in the 10 seconds allotted, the student's team with the most points (or the students' team who answered the previous question correctly) gets to "check." When a student gets to "check," this means the student can either confer with one teammate without losing points, ask their team costing them to lose a certain number of points (each question is allotted a point total decided upon by the teachers prior; recommended that each question be worth 100 points), or refer to the website independently using the class computer. However, if the student chooses to refer to the website the website will be viewed by the entire class (i.e., on the projector, SMART Board, etc.).

The team with the most points once all of the WebCHECK evaluative questions have been addressed, wins. The team who wins gets to read aloud and lead the class in a discussion of the class results from

the game. The teachers will direct a post-game discussion incorporating the author and/or creator's point of view and perspective based on students' evaluation during the game and when interpreting the results.

SOURCES/CREDITS

NOTES (additional comments, if any): This lesson can be modified to fit the ELA teacher's unit or curricula in effort to support his/her needs. Consider using a Web 2.0 tool for students' initial analysis of the website to provide students with an opportunity to employ diverse learning styles with their analysis of the website. It is also optional for the teachers, if time permits, to walk student through creating their own rules for the class game. This will allow students to critically think about game design. The teachers can call time out during the game to stop and have students re-think a direction or rule.

GENERAL INFORMATION:**Lesson Plan Title:** What Kind of World Are You Buying?**Related Curriculum Area:** Library Skills/Media Literacy**Appropriate Grade Level(s):** 8th grade**Required Time:** 6 class periods (45 minutes each)**Potential Collaborator(s):** Science teachers

Overview of Lesson: Students will be introduced to a great deal of information about the things they commonly spend their money on and the “REAL” costs of those items – the human costs, the physical costs, the environmental costs, etc. Students will view an online video from the “Story of Stuff Project” which will encourage a conversation about how our lives have become increasingly dependent on “stuff” which we think we cannot live without. After introducing the book, *Get Real* by Mara Rockliff, students will be instructed to read the book, taking notes on the ethical dilemma posed by the scenario described in each chapter. Students will become familiar with the Web 2.0 tool easel.ly and create an infographic based on the information in their notes, referring back to the chapter as needed. The infographics will be shared in an oral presentation to the class, and student presenters will be expected to answer questions based on their reading. In a follow up to this lesson, students will be asked to write down one way that they can change the world with their wallets. Their “thoughts” about how they can change the world will be posted on a bulletin board in the library.

CONTENT TOPIC

Media Literacy, the Environment

STANDARDS:**AASL Standards for the 21st Century Learner**

1.1.6, 2.1.1, 2.1.6, 2.2.4, 3.1.3, 3.1.4, 3.2.3

Common Core/State Standards (indicate which state)

Rhode Island, RI 8.1, SL 8.4, SL 8.5

Benchmarks or Learning Objectives

Students will gain an understanding of how mass media influences their lives, drives their desire to purchase “stuff,” and how the costs will affect their future. Students will learn to use a Web 2.0 tool to create a multimedia project that they will present to classmates.

ASSESSMENT METHODS & CRITERIA:

Rubric for infographic and student notes A score of 13 points (out of a possible 18) will be considered a passing grade Student statement of how they can “change the world with their wallet”

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Copies of “Get Real” by Mara Rockliff (1 per student) Computer to show online video “The Story of Stuff”
 Online tutorial for creating infographics using easel.ly (on the easel.ly web site) Rubric for infographic
 Chapter Notes handout

INSTRUCTION AND ACTIVITIES

Introduce the lesson by asking students the types of items they buy with their own money. Most students will respond that they purchase items like clothing, snacks, and jewelry. Ask students if they purchase bottled water. If so, what is the cost? They will respond that a typical bottle costs approximately \$1.00 to \$1.50. Ask students if they’ve ever heard any objections to selling bottled water. (People don’t dispose of bottles properly, etc) So, what, then, is the REAL cost of bottled water? Read aloud from the book *Get Real* by Mara Rockliff. Read to students “The Price is Wrong: Why it Matters Where Your Money Goes” which appears in the book before Chapter 1. This section of the book will acquaint students with the concept of “socially conscious shopping” or “ethical consuming.” Tell students that they will learn more about the REAL cost of bottled water and many of the other things that they purchase in the book they are about to read.

In the computer lab, inform students that they will be evaluating a web site for an organization that protects drinking water. Ask students to go to WebCheck and log in, then open another tab and type thinkoutsidethebottle.org into their web browser. Students will evaluate this site about protecting our water, then read the information provided in the evaluation report. Ask students to share the way they rated the site based on the report. Show students Annie Leonard’s online video, “The Story of Stuff.” <http://www.storyofstuff.org/movies-all/story-of-stuff/> (The Story of Stuff Project). Also, show Annie Leonard’s interview with Stephen Colbert <http://www.storyofstuff.org/2011/09/28/watch-annie%E2%80%99s-interview-with-stephen-colbert/>

Give each student a copy of Mara Rockliff’s book, *Get Real*. While students are reading independently, ask them to take notes on the issue/ethical dilemma that is presented in each chapter.

Students will use the Web 2.0 tool easel.ly to create an infographic based on the information presented in the one chapter that interested them the most. They may choose a partner for this work. An oral presentation to explain their infographic will complete the project. As a follow up to this unit on Media Literacy, students will be asked to record one way in which they can change the world with their wallets. Student suggestions will be posted on a library bulletin board titled, "GET REAL! What kind of world are you buying?"

SOURCES/CREDITS

Get Real by Mara Rockliff

NOTES

GENERAL INFORMATION:

Lesson Plan Title: Middle Ages

Related Curriculum Area: Social Studies

Appropriate Grade Level(s): 7th grade

Required Time: 2 days (20 minutes first day; 10 minutes second day)

Potential Collaborator(s): History teacher

Overview of Lesson: After students have been doing research in books and encyclopedias on the middle ages for a couple of days, have students evaluate websites on the middle ages to determine the validity of doing research on the Internet versus research in books and encyclopedias.

CONTENT TOPIC

Middle Ages

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5, 2.4.1, 3.4.2

Common Core/State Standards (indicate which state)

Pennsylvania, 1.4.7W, 1.2.7L, 8.5.6H

Benchmarks or Learning Objectives

The students will determine, based on the evaluation of websites, the relevancy of using the Internet to research the Middle Ages.

ASSESSMENT METHODS & CRITERIA:

Print-outs of completed Web Check Evaluations

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Websites for Middle Ages, prior book/encyclopedia research on the Middle Ages, Web Check Evaluator, computers and Internet connection

INSTRUCTION AND ACTIVITIES

[Prior to this lesson, students should complete book/encyclopedia research on the Middle Ages] Day 1:

1. Review with students the plan for the day (they will be finding a website about the Middle Ages that they think would be good to use for research and then evaluating that site using Web Check). 2. Have students use computers to search and find a website about the Middle Ages that they think might be good to use for research. Instruct them to look around at the website for about 10 minutes. 3. After the students have been given sufficient time to look at the website, instruct them to go to the Web Check Evaluator and to honestly answer the questions. 4. Have students print just the first page of the evaluation report and hold on to it for the next day. [In between days, log onto the Web Check Faciliator and create an overall report for the class. Most websites on the Middle Ages do not fare well when evaluated.]

Day 2: 1. Discuss with students their perceptions of the websites they evaluated. 2. Show them the collective report and have students determine the validity of using websites for research for the Middle Ages. 3. Collect their evaluation print-out from the day before, if desired. [You could also have them give their answer for validity on the back before turning in.]

SOURCES/CREDITS

NOTES

If students have not previously used Web Check, you should take a few minutes to explain and review it with them. This lesson could be done in one day if you have the capability of creating the cumulative report while students are working on something else. If students do find some good websites, create a collective list and share with all students.

GENERAL INFORMATION:

Lesson Plan Title: Math 8 Research

Related Curriculum Area: Math

Appropriate Grade Level(s): 7th & 8th

Required Time: 40 minutes

Potential Collaborator(s): Math 8 Teachers

Overview of Lesson: The students will be using many websites for their mathematician research. Anything that is not on an approved website list must be evaluated for validity. The students will be instructed on how to use the WebCHECK program, and we will complete an example evaluation together in class. The students will be responsible for completing future evaluations for the websites used during the project on their own. This requirement will be included on the grading rubric for the works cited portion of the students' grade.

CONTENT TOPIC

Mathematicians, Inventors, Scientists

STANDARDS

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5, 1.2.2, 1.2.4, 2.4.1, 4.4.6

Common Core/State Standards (indicate which state)

Pennsylvania, CC.1.4.W, PA.1.8 Research 1.8.8.C

Benchmarks or Learning Objectives

The students will be able to successfully locate a website that provides information about their assigned mathematician. The students will be able to use the WebCHECK tool to check the validity of websites used for mathematician research to determine if the source should be included in their research findings.

ASSESSMENT METHODS & CRITERIA:

As part of the students' works cited grade the rubric will also include a category labeled "Sources are CHECKED." The students will have the opportunity to receive the following points: 4 points = "Web site sources were checked for credibility using the online tool and the first page of the report was attached."

2 points = “Web site sources were checked for credibility but NO report was attached.” 0 points = “No websites were checked for credibility.”

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

The other resources and handouts for the unit will be provided to the students by their assigned math teacher.

INSTRUCTION AND ACTIVITIES

I will post the focus on the Smart Board to prepare the students for the lesson. Focus: 1. Log-in to your computer. 2. Pick up the rubric from under the Smart Board. Once the late bell has rung and the students have completed the focus I will begin the lesson. The students will have already gone over the project expectations during their math class the day prior to their first day in the library. I will start by explaining that I will be the one responsible for grading their works cited page for the project. We will discuss the rubric and look more closely at how the students can receive full credit in all areas.

I will be instructing using the Smart Board. I will quickly review how to correctly use Alexandria to locate a book, and we will discuss good keywords to use. We will discuss how to search using a search engine, like Google, next and review the symbols that should be used to do a proper search such as quotation marks, parentheses, and minus signs. I will direct the students to flip their rubrics over to the back so that they can review the directions I included about using the WebCHECK evaluation tool. The students know from prior research that any websites found through a search engine (other than Sweet Search) needs to be evaluated. Using the search operators we just reviewed during the lesson I will perform a Google search for women mathematicians. I will use a website sponsored by Agnes Scott College called “Biographies of Women Mathematicians”

<<http://www.agnesscott.edu/lriddle/women/women.htm>> for the purposes of the website evaluation. We will walk through how to access the WebCHECK evaluation tool step-by-step together. We will review the Women Mathematicians site and answer the WebCHECK questions. Once the questions have all been answered and the report is generated we will review the report and discuss what it means. I will show the students how to print out the first page of the report. This one page printout will need to be attached to the rubric and works cited page when submitted in order for the students to receive full credit. The students will have the remainder of the period to research and complete a WebCHECK evaluation. I will circulate and help those students who need it.

GENERAL INFORMATION:

Lesson Plan Title: Visiting Ancient Rome Project

Related Curriculum Area: Social Studies

Appropriate Grade Level(s): 6th

Required Time: 3 days

Potential Collaborator(s): 6th grade social studies teacher

Overview of Lesson

Students are to research places, historical events and daily life in ancient Rome. Each section of this class voted on how to present findings. Choices were: poster or scrapbook.

CONTENT TOPIC

Studies of the Ancient World/Rome

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.2.3, 2.2.4, 3.1.6

Common Core/State Standards (indicate which state)

New York, 5.W.7, 5.R.I.7, 6.R.I.7, 5.W.8

Benchmarks or Learning Objectives

Sixth grade Social Studies students will: Perform a successful search of the internet, gathering resources for at least 2 of the topics they have chosen to report on. Students will use the OPAC to locate a book source to gather information for at least 2 topics they have chosen to report on. Students will search school databases to locate sources to gather information for at least 2 topics they have chosen to report on. Students will correctly cite all sources of information.

ASSESSMENT METHODS & CRITERIA:

Formative Assessment: Students are to take notes and cite sources in project packet, which will be turned in for evaluation by Social Studies teacher. Summative Assessment: Student projects (either poster or scrapbook) will be evaluated for correct information on chosen topics as well as works cited.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Library books and school databases

INSTRUCTION AND ACTIVITIES

Students have been studying ancient civilizations in class. For this project, students are to research places in ancient Rome, which played a part in the history of the city or related to everyday life of ancient Romans. They are to choose 6 topics or places, find out what their significance was, gather factual information and present it to the class in the form of a poster or scrapbook. In the library, the librarian will instruct students on the use of school databases and evaluation of websites, including the use of WebCheck. Review of the OPAC will also be included. The students will be given 3 days in the library for research and formative assessment. On the first day, students will only search for information in books, the second day, databases and the third day, students will use the internet. Students are to complete the actual project at home.

SOURCES/CREDITS

NOTES

GENERAL INFORMATION:

Lesson Plan Title: Website Evaluation

Related Curriculum Area: Library Media

Appropriate Grade Level(s): 6th

Required Time: 40 minutes

Potential Collaborator(s): classroom teacher(s)

Overview of Lesson: In this lesson the students will be introduced to the website they are to evaluate, given time to explore the website, introduced to Webcheck, and allowed to use Webcheck to evaluate the website

CONTENT TOPIC

Inquiry

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4

Common Core/State Standards (indicate which state)

New York, RL6-8.3

Benchmarks or Learning Objectives

Students will examine the library website at <http://www.oswego.org/webpages/jbrown2/index.cfm> , then access and fill out every question in the Webcheck instrument.

ASSESSMENT METHODS & CRITERIA:

I will circulate and observe students as they use the Webcheck instrument. I will also direct them not to log off or turn off their computers when they are done so that I can view the summary screen on each computer and be sure that the student has filled in every question. The summary screen will also tell me whether or not a student has simply filled in the same number for every question or if they gave varied answers.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Computer with projector and Smart board, internet capable computers for each student.

INSTRUCTION AND ACTIVITIES

Our sixth grades come in for only twenty minute periods, so I scheduled Mrs. Canale's class for two consecutive days. The first day I gathered them at the Smart board, introduced the activity, and checked to make sure that the students all knew how to get to the library website by calling for a student volunteer to demonstrate on the Smart Board. Students transitioned to the computer cluster to spend the rest of the period thoroughly exploring the library website. I prepared for the second class period by having the computers signed on and at the Webcheck instrument. Students again gathered at the Smart Board so that I could demonstrate the use of the Webcheck instrument (reading the introduction screen, registering, and putting in the class ID number of 223). Students then transitioned to the computers and used the Webcheck instrument to evaluate the library website.

SOURCES/CREDITS

NOTES

GENERAL INFORMATION:

Lesson Plan Title: Web Literacy

Related Curriculum Area: Library Media

Appropriate Grade Level(s): 6th – 8th

Required Time: 4 class periods

Potential Collaborator(s): Any class doing a project requiring students to locate resources on the web.

Overview of Lesson: Web site evaluation is a major part of the Online Unit taught in New Fairfield Middle School's media class. This class is taken by all 6th-graders on a 30-day rotating basis.

CONTENT TOPIC

Inquiry [collaboration with ongoing research projects for ELA classes on numerous topics]

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5, 1.1.8, 1.2.4

Common Core/State Standards (indicate which state)

Connecticut, ELA-Literacy.RI.6.7

Benchmarks or Learning Objectives

N/A

ASSESSMENT METHODS & CRITERIA:

I give a traditional test assessment at the end of the unit. In it students are not only asked to explain the terms studied (e.g. domain name, browser, url, etc.) but also evaluate websites according to the criteria we have discussed. They will be given links to two websites on the same topic and asked to explain why they would choose one over the other as a source of information. They also are asked to search find a "good" website on a different topic, provide the link and explain the rationale for their choice.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Slide show, hand-outs and web links provided by teacher, YouTube videos (Goole's Matt Cutts "How Search Works" and "From Question to Keyword") "How Search Works" with Google's Matt Cutts "From Question to Keyword" Know Your Net Slide Show <http://tinyurl.com/c76ymjs> Hand-Out for slide

show (fill-in-the-blanks) <http://tinyurl.com/bdg9jyq> Domain name practice
<http://tinyurl.com/cfuddok> Web site evaluation practice <http://tinyurl.com/a9ptlmb> More sites to
Evaluate: Read all about it here! The Endangered Pacific Tree Octopus (hoax site) The Impact of
Global Warming on Birds and Wildlife (Audubon Society site) Facts About Global Warming (Astroturf
site) Boilerplate: The Mechanical Marvel of the 19th Century (An art project, actually. Astute students
will note the domain name.)

INSTRUCTION AND ACTIVITIES

Unit starts with fill-in-the-blanks hand-out that uses a teacher-prepared slide show as the introductory
text • Unit vocabulary practice • Discussions • Demonstrations • Search tips (keyword, domain, etc.)
• Evaluation exercises

SOURCES/CREDITS

NOTES

I hope people find these links useful. I have not included an assessment because my classes take their
tests on Edmodo. My students then go on to practice what they have learned with a small research
project.

GENERAL INFORMATION:

Lesson Plan Title: Exploring Ancient Egypt

Related Curriculum Area: Social Studies

Appropriate Grade Level(s): 6th

Required Time: 3 45-minute class periods, plus time to create 3D representations

Potential Collaborator(s): 6th grade social studies teacher

Overview of Lesson: Students will be given an assignment to create a three dimensional representation of some aspect of ancient Egyptian culture and a written description to accompany the creation. They will get their information from a librarian-supplied website (BBC) after a lesson on evaluating online information sources.

CONTENT TOPIC

Ancient Egypt

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5

Common Core/State Standards (indicate which state)

New York, Literacy in Social Studies 6-8.7, Research to Build & Present Knowledge 6-8.7

Benchmarks or Learning Objectives

Students will learn that it is important to evaluate websites before using the information in them.

Students will understand the various criteria used to evaluate websites.

ASSESSMENT METHODS & CRITERIA:

Students will be assessed using a teacher/librarian rubric that evaluates their note taking sheet, sources of information, suggestions for website improvement and 3D representation/write up.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

BBC website on Ancient Egypt: <http://www.bbc.co.uk/history/ancient/egyptians/>

Smartboard/projector/computer Computer lab

INSTRUCTION AND ACTIVITIES

This lesson will include an overview of the four factors included in the Webcheck evaluation score. The librarian will model use of the Webcheck tool with a website. After the students have explored and taken notes from the BBC website, they will evaluate the website using Webcheck Junior. After reading their evaluation report, they will write a summary of how the website could be improved. Students will complete their projects in their classroom.

SOURCES/CREDITS

NOTES

GENERAL INFORMATION:

Lesson Plan Title: Evaluating Websites

Related Curriculum Area: A project in any subject that requires students using websites to locate information on their own could be prefaced with this lesson on how to tell if a given website is a good one to use.

Appropriate Grade Level(s): 5th – 8th

Required Time: 2-3 class periods, 45 minutes each

Potential Collaborator(s): any teacher doing research projects

Overview of Lesson: This lesson would optimally be used as a preface to a student research project that involves students using self-selected websites to locate information. (Younger students would benefit from being given website “choices”, instead of just being sent to the Internet to locate “good” information on their own. Older students would likely be better candidates to locate appropriate websites on their own.) The lesson includes a discussion among teacher(s) and students about why evaluation is necessary and what are some things to consider when evaluating a website. Teacher(s) and students then explore and evaluate (using WebCHECK) a website together. (If time allows, 2 websites should be explored together – one “good”, one “bad”.) Once students are comfortable with the process, they are each assigned a different website (some “good”, some “bad”) to explore and evaluate (using WebCHECK Junior) on their own. If time allows, a third class period can be used to discuss the results – questioning students about evaluations that were surprising. If time does not allow an entire period for this, hoax websites should be revealed, and all results discussed as a group.

CONTENT TOPIC

This was a stand alone lesson, but can be integrated into a research project on any topic.

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5, 2.1.1, 2.3.1, 2.4.1, 4.4.6

Common Core/State Standards (indicate which state)

New York, 5.W.9. 9

Benchmarks or Learning Objectives

Students will understand why website evaluation is necessary. Students will understand criteria for evaluating websites. Students will become familiar with a website evaluation tool that they can use again in the future.

ASSESSMENT METHODS & CRITERIA:

All websites used should be pre-evaluated by teacher(s) so that there will be some reference for the evaluation report. Once evaluations are complete, they should be printed, handed in, and compared to the teachers' evaluations. Students can share opinions and explain their evaluation scores. Large discrepancies (more than small differences in opinion on website features) should be addressed and discussed.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

List of websites that can be used for evaluation purposes. Some should be known to be "good", others should be known to be "bad". Most should be level-appropriate so as not to discourage students from exploring the websites. Examples include:

Rosamond Gifford Zoo: <http://www.rosamondgiffordzoo.org/>

Sellafield Zoo: http://www.brookview.karoo.net/Sellafield_Zoo/

Jackalope Conspiracy: <http://www.sudftw.com/jackcon.htm>

Aye Aye: <http://animals.nationalgeographic.com/animals/mammals/aye-aye/>

Burmese Mountain Dog 1: <http://burmesemountaindog.info/>

Burmese Mountain Dog 2: <http://www.burmesemountaindog.org/>

Tree Octopus: <http://zapatopi.net/treeoctopus/>

All Music: <http://www.allmusic.com/>

Velcro: <http://home.inreach.com/kumbach/velcro.html>

DHMO: <http://www.dhmo.org/>

Dehydrated Water: <http://www.buydehydratedwater.com/>

INSTRUCTION AND ACTIVITIES

Discuss following questions with students: What does evaluate mean? What does it mean to evaluate a website? What are some things you want to consider when you are evaluating websites? Brainstorm ideas:

- What is the purpose of the website?: To inform, sell, convince, entertain...
- Who is the author of the website?: Does it tell you the author? Is the author qualified? How do you know? Are the credentials suspicious? Is there any way to contact the author?
- How current is the information?: When was the website last updated?
- Are there any “red flags”?: Learning to trust your instincts is hard. Are there things on this website that don’t seem right to you? If you’re suspicious of some of the information, is it possible that even more information is not reliable?
- How does the website look?: Is it well-organized? Do the links work? Does it include multimedia elements to make it more interesting? Can you get lost in the website? Is it easy to navigate?
- Is the website a hoax or a joke?

Answer any questions that students have about the above criteria and discuss why each is important. Pick a website that is NOT reliable and have all students explore it for about 10 minutes. Tell them to keep the previously discussed criteria in mind as they explore the website.

Come back together and show the students the WebCHECK Junior tool. Explain the purpose of WebCHECK - to help evaluate websites and determine their value and expectation for success by asking questions about the website’s organization, ease of use, relevance, credibility, how interesting it is. Open it up and complete the WebCHECK Junior evaluation as a class, discussing any issues with the questions in the evaluation tool. Discuss report at end of evaluation. If time allows: Evaluate another website (this time choose a website known to be “reliable”) and go through it a little quicker as a class again.

Day 2: Review and take any questions on the evaluation criteria and/or evaluation tool. Assign students their own websites to evaluate independently. (You don’t need a different website for each student, but you should use a few different ones, some reliable, some not.) Give students 10-15 minutes to explore websites then direct them to begin their evaluation using WebCHECK Junior. Any websites used should be pre-evaluated by the instructors. Have students print out evaluation reports, then discuss results as a group. It is important to note that when students make evaluation mistakes (i.e. thinking that the Tree Octopus website is filled with reliable information), it is a good time to point out that website evaluation isn’t easy, some bad websites can be very convincing. One must learn to use the previously discussed criteria to evaluate websites and make a conscious decision to evaluate them before deciding to use them for research, or any other reason.

Day 3: If time is needed and allows, discuss all websites evaluated by students – giving each student a chance to express their opinions of the assigned websites.

SOURCES/CREDITS

ELEMENTARY LESSON PLANS

GENERAL INFORMATION:

Lesson Plan Title: Research Website Evaluation

Related Curriculum Area: Social Studies

Appropriate Grade Level(s): 5th grade

Required Time: 60 minutes

Potential Collaborator(s): 5th grade teachers

Overview of Lesson: Students are researching a famous person from the Gwinnett County AKS (Henry Ford, Margaret Mitchell, Jesse Owens, Charles Lindbergh, Louis Armstrong). They have used library books and databases. Students are discouraged from using Google at school due to inappropriate content that may appear on websites, but still must know how to search and how to choose appropriate websites. This lesson introduces what to look for on a website to ensure that the information is reliable and reputable.

CONTENT TOPIC

Famous People in American History

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.5, 2.1.1, 2.1.4

Common Core/State Standards (indicate which state)

RI 5.6, RI 5.9,

Benchmarks or Learning Objectives

Given a website, students will evaluate the website for interest, reliable information, organization and ease of use. Students will complete research notes on their topic from assigned website.

ASSESSMENT METHODS & CRITERIA:

Completed website evaluation; student's research notes

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Brainpop.com- Online Sources Notes page- we used a WORD doc. with the questions they had written on their topic

INSTRUCTION AND ACTIVITIES

1. Lead students in discussion about importance of reliable information when researching.
2. Demonstrate using Google, looking up information on Thomas Edison.
3. Point out the amount of websites that come up in results. Look at titles of wepages. Ask students how they can be sure information is reliable.
4. Watch Brainpop video on Online Sources.
5. Discuss the 6 ways to evaluate resources demonstrated in video.
6. Show them WebCHECK evaluation site. Go through 16 statements and discuss what each means.
7. Have students visit assigned websites. Give 15 minutes to look over website.
8. Have students complete WebCHECK evaluation. 9.
9. Discuss findings with students

SOURCES/CREDITS

GENERAL INFORMATION:

Lesson Plan Title: Evaluating Information on the Internet

Related Curriculum Area: Social Studies & ELA

Appropriate Grade Level(s): 5th

Required Time: 4 class periods (40 minutes each)

Potential Collaborator(s): 5th grade team

Overview of Lesson: This is a series of four 40 minute periods teaching fifth graders how to evaluate information on the Internet. The objectives in these lessons will include defining vocabulary relating to website evaluation and defining parts of a website address to understand how they connect to the information that is presented. Two class periods will be spent discussing what specifics need to be paid attention to when looking for the right website to match the needs of the information problem. In addition, time will be given to explore and navigate the assigned website so that students can then evaluate it based on the discussed criteria.

CONTENT TOPIC

5th grade biography project

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5, 2.1.1, 4.4.6

Common Core/State Standards (indicate which state)

New York, 5.RI.1, 5.R.3.1, 5.RI.7, 5.RI.9, 5.W.6, 5.W.7, 5.W.8,

Benchmarks or Learning Objectives

Learn WHERE information on the Internet comes from by understanding the URL. Learn techniques to determine the PURPOSE of a website. Learn what text features can be found on a website. Learn how to evaluate websites based on given criteria.

ASSESSMENT METHODS & CRITERIA:

Students will be instructed to fill in graphic organizers relating to specific information about the website. Students will also be asked to fill in a website checklist which consists of acronym choices. What students

choose will determine what the students know about where the information from the website comes from.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Graphic organizer, website acronym checklist, class set of Netbooks

INSTRUCTION AND ACTIVITIES

The first class session focuses on the objective of where information on the Internet comes from based on its URL. The essential question is: How can you tell where Internet information comes from? We discuss the word domain as it relates to URLs and their extensions. I would hand out Part One activity sheets that show examples of domain names and extensions for student understanding and for them to fill in to use as a formative assessment piece. The second class would focus on the purpose of a web site. We would brainstorm why websites are created and how do we go about finding out who created them. Are they biased, who are their sponsors, do they have an agenda, and how accurate is their information. I would hand out Part Two for them to fill in and have students use as a guide to help sort out how websites are created and for what purpose. The final two classes I would spend giving students time to evaluate the website Gardenofpraise.com. I would give them the website evaluation form listed below to fill out based on the information or incomplete information that they discover on this website. Students will then have an opportunity to talk to a table partner to compare and contrast notes and then report out to the class. Text features of that site will also be included in the discussion. All evaluations will be collected and assessed based on a scale of 1-5. A score of 1 would be having little knowledge about where information on the Internet comes from to a 5 meaning the student is highly knowledgeable about where information comes from on the Internet.

SOURCES/CREDITS

Website Evaluation graphic organizer from Empire State Information Fluency Continuum, section 7:3, The Mailbox BOOKBAG Oct./Nov. 2007, Identifying text features graphic organizer, and Evaluating Information on the Internet Parts 1 and 2 from The Westhill High School Library. Web Site Evaluation Rubric adapted from Poland Regional High School, ME Rubric, 2006.

NOTES

GENERAL INFORMATION:

Lesson Plan Title: Body Systems Research

Related Curriculum Area: Science

Appropriate Grade Level(s): 5th

Required Time: 45 minutes

Potential Collaborator(s): 5th grade classroom teacher

Overview of Lesson: Students will use print and online resources to take notes responding to five questions about a particular body system. Designated students will use evaluation website.

CONTENT TOPIC

Human Body Systems

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5

Common Core/State Standards (indicate which state)

New York, Research to Build & Present Knowledge 5.7

Benchmarks or Learning Objectives

Use note-taking strategies. Use multiple sources to acquire information. Collaborate with others. Use navigation tools of a website to find information. Evaluate information.

ASSESSMENT METHODS & CRITERIA:

Notes will be synthesized and information will be presented via a group Prezi project. Student work is expected to clearly answer questions and demonstrate understanding of subject.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Print books about each body system are available to each group as is information on the school online version of Encyclopedia Britannica. In addition, the group studying the Immune System will be using the Internet for research because there are few books in the collection about this particular system.

INSTRUCTION AND ACTIVITIES

Students have been grouped, and each group has been assigned a body system. Students have packets for note-taking with each of five questions to be organized into a Prezi presentation. Students will spend two library classes doing the research. Students will jigsaw their knowledge in a class presentation as a culminating activity. In this lesson one group of students will evaluate the sources they are using to research the immune system.

SOURCES/CREDITS

This is a project created and implemented by a 5th grade teacher and me, collaboratively.

NOTES

I met with the teacher because I wanted this project to be less like a report and more infused with inquiry and authentic research. The students assigned the immune system are a group of relatively independent students who need support than some of the other students. Students really loved webcheck, especially stronger students. It is an excellent tool.

GENERAL INFORMATION:

Lesson Plan Title: Show & Tell

Related Curriculum Area: Computer/Technology Arts

Appropriate Grade Level(s): 3rd-5th grades (Lower School Level)

Required Time: 45 minute class period

Potential Collaborator(s): Computer/Technology Teacher, Art/Music Teacher

Overview of Lesson: As students are likely using Web 2.0 tools frequently each day, the teachers will introduce this lesson either after or during a unit on Internet Safety. In discussing or introducing what it means to “publish” work for others to see on the Internet, the teachers will model a published student ePortfolio (i.e., similar to examples at <https://sites.google.com/a/gfs.org/nais-eportfolios/what/lower-school>). Teachers will also introduce WebCHECK and model how to evaluate an ePortfolio (e.g., see <http://www.digication.com>) using WebCHECK. Students will then be broken into groups of two to evaluate an ePortfolio using WebCHECK. Students will be expected to reflect on their evaluation as the class reconvenes, discussing what is important to include and consider when creating an ePortfolio to show to parents, family, and their peers. Ideally this lesson is in preparation for students to begin creating their own ePortfolio.

CONTENT TOPIC

Internet Safety

STANDARDS:**ASL Standards for the 21st Century Learner**

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Common Core/State Standards (NY)

CC.4.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Benchmarks or Learning Objectives

At the end of the lesson students should 1) understand what it means to publish on the Internet and what an ePortfolio is; 2) develop an understanding of how to evaluate a website in terms of accuracy of information and usefulness.

ASSESSMENT METHODS & CRITERIA:

The group evaluation of the ePortfolio using WebCHECK must be printed out and turned in. Student participation during the group exercise and the class discussion will be counted towards their class assignment.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

<http://www.emergingedtech.com/2013/03/are-eportfolios-still-relevant-for-todays-students/> (pre-reading for librarian to use as an introduction/background for lesson)

<http://www.digication.com> for ePortfolio examples

<http://webcheck.ischool.syr.edu/> (Junior Instrument)

Computers (i.e., computer lab, loan out devices, personal devices, etc.)

Device for projection of class discussion points (i.e., SMART Board, Projector, etc.)

Supplemental Resources/Recommendations:

<https://sites.google.com/a/gfs.org/nais-eportfolios/what/lower-school>

INSTRUCTION AND ACTIVITIES

First, the teachers will introduce what it means to “publish” your work for others to see on the Internet and the teachers will model a published student ePortfolio. In doing so, the teachers will further introduce what an ePortfolio is and why it’s important. After an introduction and class discussion, the teachers will introduce WebCHECK, modeling what it is and how to use this tool to evaluate a website. Next, the teachers will introduce the group exercise. To begin, teachers will break students into groups of two. The teachers will then model how to use WebCHECK (i.e., what the Group/Class ID should be) and how to evaluate a website using this tool by walking through this exercise as a class. The teachers will then show students what the results will look like after the WebCHECK Junior evaluation has been completed and clarify what the results mean in relation to the website being evaluated. The teachers will

require that each group print their results and add that they will be expected to participate as a part of their class assignment.

Students will then break into their assigned groups to evaluate their assigned website using WebCHECK. When each student group has completed the WebCHECK evaluation, the group will print the results and be expected to discuss their evaluative results with the rest of the class with time to ask clarifying questions.

Time permitting, students will use a Web 2.0 tool to begin planning what their own ePortfolio would include or look like (i.e., blog platform for reflection, etc.).

SOURCES/CREDITS

NOTES

This lesson can be modified to fit the school district or school's current platform for ePortfolios, with specific considerations for privacy. If a platform or system is not already in use, recommendations for possible ePortfolio creators include: Evernote, Google Sites, Weebly, Mahara, Wordpress, or blog platforms, etc.

GENERAL INFORMATION:

Lesson Plan Title: Who, What, Where, When, Why?

Related Curriculum Area: Science

Appropriate Grade Level(s): 3rd-5th grade (Lower School Level)

Required Time: 45 minute class period

Potential Collaborator(s): Science Classroom Teacher

Overview of Lesson: This lesson would be delivered in collaboration with the science teacher before a big project like the science fair. As a class the teachers will engage students in discussing the 5 Ws of website evaluation: Who, What, Where, When and Why. Together students will engage in an in class discussion as the teachers guide students through the evaluation of a website like this one:

<http://zapatopi.net/treeoctopus/>. Students will be broken into groups of two and each group will use the 5Ws to record, using one computer/device, their analysis of another website: <http://zapatopi.net/afdb/>.

The class will then reconvene and the teachers will introduce students to WebCHECK. Based on each group's evaluation, each group will answer the questions on the WebCHECK evaluation using their computers. Before completing the evaluation to print the results, the class will again reconvene to answer the evaluative questions together. Each group will take their turn to answer one of the questions while the class can unanimously veto the answer if they disagree and enough students provide evidence to back up their opinion (i.e., provoke brief class debates). The teachers will then explain the results and provide further clarification.

CONTENT TOPIC

Web evaluation, interpreting results

STANDARDS:**AASL Standards for the 21st Century Learner**

2.1.4 Use technology and other information tools to analyze and organize information.

Common Core/State Standards (NY)

CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Benchmarks or Learning Objectives

At the end of the lesson students should 1) develop an understanding of how to evaluate a website in terms of accuracy of information and usefulness; 2) recall relevant information to analyze a website and express their findings in their own words.

ASSESSMENT METHODS & CRITERIA:

Group evaluation of the website using the 5Ws. Each group should provide answers with complete sentences for each of the 5Ws in analyzing the website provided. Digital worksheets should be provided or a template should be provided on the board for how student group's analyses should appear.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Pre-reading for teachers to model for students:

<http://kathyschrock.net/abceval/5ws.pdf>

Website examples recommended: <http://zapatopi.net/treeoctopus/> and <http://zapatopi.net/afdb/>

For more website examples go to the bottom of this website: <http://www.schrockguide.net/critical-evaluation.html>

<http://webcheck.ischool.syr.edu/> (Junior Instrument)

Computers (i.e., computer lab, loan out devices, personal devices, etc.)

Device for projection of class discussion points and 5Ws Worksheet/template if needed (i.e., SMART Board, Projector, etc.)

INSTRUCTION AND ACTIVITIES

First, students will be introduced to the 5Ws of evaluating a website. The teachers will model the evaluation of a website using the 5 Ws as the class walks through the exercise together. Next, students will then be broken into groups of two. Each group will be required to evaluate the same website. Each group will evaluate the website and fill out a worksheet (printed or on the computer with each of the 5 Ws listed). Instructors will require each student to complete the worksheet individually though they will be working in pairs. Additionally, each student will be required to provide 2-3 sentence explanations for each of the 5 Ws to provide evidence to support their analysis.

After an allotted period of time (15 minutes recommended) the class will reconvene and the instructors will introduce and walk student through the process of using WebCHECK. Each student group will then evaluate the website using the WebCHECK Junior instrument. Before completing the evaluation, the class will reconvene where each group will share one answer from their evaluation as the class completes the evaluation together. The instructors will then explain the class' results and allow time for each group's results to be printed if desired and further clarified if necessary.

If time permits or if more time is needed for a consecutive period or the next class, the teachers should provide a more lengthy explanation and modeling of WebCHECK, connecting an interpretation of the results directly to the website.

SOURCES/CREDITS

<http://www.schrockguide.net/critical-evaluation.html>

NOTES

This lesson can be modified to incorporate a Web 2.0 tool for the 5Ws group analysis exercise.

Furthermore, students can create their own poster or board to help them remember the 5Ws when analyzing a website if needed or helpful for the students' science unit.

GENERAL INFORMATION:

Lesson Plan Title: Website Evaluation - Stop and Think

Related Curriculum Area: library media

Appropriate Grade Level(s): 3rd, 4th, 5th

Required Time: 40 minutes

Potential Collaborator(s): classroom teachers

Overview of Lesson: Students will discuss reasons for carefully choosing websites for a classroom-assigned task. The concept of the Webcheck instrument and its potential usefulness in reminding students of the importance of carefully assessing a site before using it was discussed. Student groups visited a site containing recent classroom science/social studies topics and completed the instrument after visiting the site.

CONTENT TOPIC

3rd Grade: Plants

4th Grade: The Lost Colony, NC Studies

5th Grade: Biomes and Ecosystems

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.5

Common Core/State Standards (indicate which state)

North Carolina, 3.SI.1.2, 4.SI.1, 5.SI.1

Benchmarks or Learning Objectives

n/a

ASSESSMENT METHODS & CRITERIA:

Successful completion of WebCHECK evaluation

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Computers, Internet

INSTRUCTION AND ACTIVITIES

Reasons for evaluating websites were discussed with students first – older students were reminded of previous lessons on evaluating websites when presented with popular “fake” website and reminded of how they had been tricked into thinking “Dog Island” and the like were valid. Discussion of how many times in elementary school so far, students were sent to website preselected by their teachers was conducted. The Webcheck instrument was introduced and directions given to the whole class group. The response choices and the first 8 questions were gone over with the whole group. Students were sent to desktops in teams to take 10 minutes to first look around and “test-drive” a website on a topic of study that had been recently completed in the classroom. I was hoping some information would be familiar and I did choose the sites myself to ensure readability and hope for high interest. At the end of the test drive student partners or groups logged into the Webcheck site and began completing the instrument together.

SOURCES/CREDITS

NOTES

I discovered that many of my 3rd grade students were not familiar enough with basic computer skills to complete the task in one class time. My 5th grade students and some 4th grade students were so used to clicking answer choices in computerized testing situations that some clicked willy-nilly and then announced they were done and logged off before the results were even considered. My students will need a lot of front-loading to use this instrument successfully and to fully understand the importance and usefulness of careful, thoughtful responses. Thus actually using the instrument would be the 3rd or 4th in a series of lessons. I can see using this, but would also want to share it with teachers and discuss the importance of helping our students understand the importance of careful website evaluation for school and personal use. Our students spend most of their computer lab instruction time with a teacher assistant and complete drilling software tasks, take online assessments, or visit sites like “Brainpop”. Many are sent with instructions to “research” something, but get lost in a sea of Google results if teachers do not provide links to appropriate and relevant sites. I had trouble understanding the aggregate results as the many student group results I did observe rated the visited site as quite high as I

had purposely chosen engaging, grade level appropriate sites for them to visit. Individual reports had results all in the high quadrant, but all the aggregate report results seemed to show the overall ratings of the sites as extremely low. Again, my students need more instruction and front loading to use the instrument correctly. I enjoyed the experience and wish you a lot of luck with your software – great job!

GENERAL INFORMATION:

Lesson Plan Title: “Digging” into Archaeology Sites

Related Curriculum Area: Science

Appropriate Grade Level(s): 4th

Required Time: 2 30-minute class periods

Potential Collaborator(s): 4th grade classroom and building gifted teachers

Overview of Lesson: Our gifted teacher was planning on having her 4th grade enrichment group begin inquiry projects on a topic of student interest related to archaeology. This unit of study correlates directly to an inquiry unit in the 4th grade reading curriculum “Digging Up a Story”. In addition to print resources, the gifted teacher, the classroom teachers and I wanted to make sure students had a strong background in evaluating web resources as well.

CONTENT TOPIC

Archaeology Helps Tell A Story

STANDARDS:

AASL Standards for the 21st Century Learner

Common Core/State Standards (indicate which state)

Kansas, RI 4.3, 4.4, 4.7, 4.10

Benchmarks or Learning Objectives

N/A

ASSESSMENT METHODS & CRITERIA:

The Gifted Teacher and I observed and made note of student progress through the assigned sites and the evaluation instrument. Using the results of the instrument will help her and her students to decide which of the sites will be the most useful for working on their archaeological inquiry projects.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

INSTRUCTION AND ACTIVITIES

During our first session, I introduced the Web Check evaluation system to the group of 6 gifted students and used a model site for us to evaluate as a group. In a second half-hour session, they were then each given a different archaeological site to critique and rate.

SOURCES/CREDITS

Lead21 Program Implementation Guide (Wright Group, 2011)

NOTES

N/A

GENERAL INFORMATION:

Lesson Plan Title: Connecting to Genre

Related Curriculum Area: English Language Arts

Appropriate Grade Level(s): 2nd-4th grades (Lower School Level)

Required Time: Two 30-minute class periods

Potential Collaborator(s): ELA Teacher

Overview of Lesson: The teachers will introduce students to an author of a book students are familiar with or for a book their teacher has read to them recently. If preferred, the teachers can read from or provide a book talk for the book chosen, if not already read to students. If the book's author does not have a website, a website will be chosen that is applicable to the illustrator, editor, publisher, or genre, etc. The teachers will then introduce genre and connect this to the author and the book chosen.

Students will then be sent on a scavenger hunt independently to each find one to three authors' websites (depending on time and students level of familiarity with Internet searching) who have written books of the same genre and to share with the class at least one thing that they have observed on the new author's website that is characteristic of the genre (e.g., a wizard representative of fantasy, phone for science fiction, etc.).

During the next class period, the teachers will introduce/review website organization using the author's website for the book read or discussed in the previous class. The teachers will then introduce WebCHECK as part of a class game. (See Instruction and Activities for rules and description.) The teachers will guide students through analyzing the website by asking questions from WebCHECK as a part of the game, while providing additional clarifications if necessary so students can connect their prior knowledge with what they see on the website. At the end of the game, the teachers will have each student independently write down three things that they learned from the exercise. The teachers will clarify any questions regarding the WebCHECK results if necessary.

CONTENT TOPIC

Genre, Evaluating websites

STANDARDS:

AASL Standards for the 21st Century Learner

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Common Core/State Standards (NY)

CC.4.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Benchmarks or Learning Objectives

At the end of the lesson students should 1) understand what a genre is and be familiar with the genre introduced; 2) develop an understanding of how to evaluate a website in terms of accuracy of information and usefulness.

ASSESSMENT METHODS & CRITERIA:

Class participation and reflection (at least three lessons learned from the website evaluation).

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Computers

SMART Board, Projector, etc. for the author's website display

Author's website for a familiar book or book that will or has been read in class

<http://webcheck.ischool.syr.edu/> (Junior Instrument)

INSTRUCTION AND ACTIVITIES

The teachers will introduce students to an author of a book students are familiar with or for a book their teacher has read to them recently that is a particular genre. If preferred, the teachers can read from or provide a book talk for the book chosen, if not already read to students. If the book's author does not have a website, a website will be chosen that is applicable to the illustrator, editor, publisher, or genre, etc. The teachers will then introduce genre and connect this to the author and the book chosen. Students will then be sent on a scavenger hunt independently to each find one to three authors' websites (depending on time and level of familiarity with Internet search skills) who have written books of the same genre and to share with the class at least one thing that they have observed on the new author's website that is characteristic of the genre (e.g., a wizard representative of fantasy, phone for science fiction, etc.).

During the next class period, teachers will introduce/review how a website is organized with similarities and differences compared to that of a book. If not previously introduced, it is recommended that teachers highlight or discuss the 5 Ws of website evaluation. The teachers will then introduce WebCHECK and guide students through a game with the evaluative questions. Students will be expected to raise their hands and take turns answering each question. Each student will be able to view the questions on their computer (or a printed worksheet if necessary), and choose the radio button they believe applies to the website on their computers and on the board. Students will be expected to stand up and once they have answered one of the questions they can sit down so others can have their turn. After each question, teachers will clarify and provide guidance based on students' answers. Once all the questions have been answered, the teachers will display the results and provide an explanation highlighting each question from the evaluative survey if necessary. It is recommended that teachers appeal to their students' needs for making the results applicable and relevant to their understanding of website evaluation. For instance, create a visual representation or highlight on the board where on the website students should likely look for each aspect of web evaluation (5 Ws).

NOTES

This lesson can be modified to fit the ELA teacher's unit or curricula in effort to support his/her needs. Consider using a Web 2.0 tool for students' initial analysis of the website to provide students with an opportunity to employ diverse learning styles with their analysis of the website. If students have not learned how to interpret a graph this might be a prime opportunity to collaborate with the math teacher or classroom teacher to discuss this during another lesson about interpreting results and reading graphs.

GENERAL INFORMATION:

Lesson Plan Title: Creating Informational Graphic Novels

Related Curriculum Area: Science, ELA

Appropriate Grade Level(s): 3rd

Required Time: 2-3 class periods

Potential Collaborator(s): Science and ELA teachers

Overview of Lesson: Students have just finished studying the different planets in science and as a fun project, the science and ELA teachers want students to create non-fiction graphic novels about a planet of their choosing. The students will work in pairs and choose a planet they want to know more about and will first fill out a KWL chart to organize what they know about their planet, what they want to know, and at the end of the project, what they have learned. They will also create a graphic novel using comicmaster.org that includes the facts they have learned about their planet.

CONTENT TOPIC

Science: planets, ELA

STANDARDS:

AASL Standards for the 21st Century Learner: 1.1.2, 1.1.3, 2.1.4

Common Core/State Standards: [CCSS.ELA-Literacy.W.3.2](#), [CCSS.ELA-Literacy.W.3.4](#),

Benchmarks or Learning Objectives

After this lesson students will be able 1.) properly fill out a KWL chart and use it to guide their research 2.) evaluate a website for its suitability to their information needs 3.) Create a graphic novel which demonstrates their learning

ASSESSMENT METHODS & CRITERIA:

Students will be assessed based on the information they have included in their KWL charts. They will also be assessed based on the graphic novel they have created and how they used the “What I Learned” column on their KWL charts to create the graphic novel.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Computers, WebCHECK url, KWL charts, internet access, access to comicmaster at

<http://www.comicmaster.org.uk/>

INSTRUCTION AND ACTIVITIES:

Day 1: Students will be introduced to the project and will be split into pairs and the KWL charts will be handed out. They will fill out the KWL charts together with their partner. When they have finished this, they will be introduced to the WebCHECK tool, guided through the evaluation of a sample website so they can see how it works, and will be able to use it to evaluate any website they choose to use to gather information on their planet.

Day 2: Students will be introduced to the comicmaster website and will be guided through the features of the website and how to create a graphic novel. Students will then be able to finish researching about their planet and when they are ready, they can start creating their graphic novel.

Day 3: Students will be able to finish up their graphic novels and then will be able to print them out and share them with their classmates. Students will turn in their finished products at the end of the class period.

SOURCES/CREDITS:

NOTES:

GENERAL INFORMATION:

Lesson Plan Title: Note-Taking: Australia

Related Curriculum Area: Social Studies

Appropriate Grade Level(s): 3rd

Required Time: 45 minute class period

Potential Collaborator(s): Classroom teacher

Overview of Lesson: The students will work in partners to identify 3 facts about a given topic on Australia using World Book Online Kids. The students will share their facts with the class and complete an "Australian Crossword puzzle" that incorporates these facts.

CONTENT TOPIC

Geography: Australia

STANDARDS:

AASL Standards for the 21st Century Learner

Common Core/State Standards: Pennsylvania, 1.5.3B, 1.9.3A, 1.9.3B

Benchmarks or Learning Objectives

At the conclusion of this lesson, the student will be able to obtain 3 facts about Australia from World Book Online Kids and record them on notecards. They will use that information to complete a crossword puzzle.

ASSESSMENT METHODS & CRITERIA:

The teacher will collect 3 completed notecards from each pair of students. The students will share the facts they recorded on their cards with the class and use the information to complete a crossword puzzle.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Computers (1 for each student), three notecards per pair of students with heading: The Great Barrier Reef, Canberra, Australian Continent, Koala, Dingo, Aborigines, Sir Edmund Barton, Australian Government, Australian States, and Tasmania, access to World Book Online Kids, pencils

INSTRUCTION AND ACTIVITIES:

As the students enter the computer lab, they are sent to their computers two at a time in predetermined pairs. The students will be asked to recall information they already know about Australia and share with the class. The teacher will tell the students they will work together in pairs to gather more Australian facts by searching World Book Online Kids (a subscription site) and will be able to use the information to complete a crossword puzzle. The teacher will remind the students that they should look carefully at the Web site to determine if it is a reliable source.

The teacher asks the students if they have ever taken notes to prepare a project and points out that notecards are a useful/essential tool in preparing organizing a project/writing a paper. The teacher explains that one fact is written on each notecard in the students' own words.

The teacher will model using World Book Online Kids to locate their given topic and how to record one fact per card using the "Australian States" cards. The students will get their cards and locate three facts per topic they are given (each pair has one or two separate topics). They will complete their cards and share what they learned with the class.

The teacher will initiate a discussion with the students about using World Book Online Kids as a resource to find information. The teacher introduces the Webcheck site to the students and again reminds the students to consider what they have learned about reliable Web sites. They will create a name (we never use real names online) and complete the survey. Upon completion of the survey, the students will complete the "Australia Crossword Puzzle" provided by World Book Online. The teacher collects the notecards and completed puzzles.

SOURCES/CREDITS

World Book Online Kids, "Research Skills-Notecards" from World Book Online Kids.

NOTES

Definitely allot two class periods to this assignment. While some of it is review, it warrants more than a 45 minute class period with third graders.

GENERAL INFORMATION:**Lesson Plan Title:** Reading Graphs**Related Curriculum Area:** Math**Appropriate Grade Level(s):** 1st-3rd grade (Lower School Level)**Required Time:** 30-45 minute class period**Potential Collaborator(s):** Math Teacher

Overview of Lesson: Students will be introduced to WebCHECK and the teachers will introduce/review how to evaluate a website (i.e., a website relevant to the class subject matter or unit). The teachers will then guide students through evaluating the website using WebCHECK as an entire class. Once the evaluation has been complete the teachers will read and explain the results provided by WebCHECK focusing on the graphical representations (i.e., the bar graph and plot graph). Together, the teachers will show students how to read the graphs provided in the results. If time permits, the teachers will guide students in a class exercise to create their own representation of the class results in a bar graph using a Web 2.0 tool (e.g., Google Chart Tools, Chartle, etc.).

CONTENT TOPIC

Graphs

STANDARDS:**AASL Standards for the 21st Century Learner**

2.1.2 - Organize knowledge so that it is useful.

2.1.6 - Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Common Core/State Standards (NY)

2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

2.MD.11.

Benchmarks or Learning Objectives

At the end of the lesson students should 1) develop an understanding of how to evaluate a website in terms of accuracy of information and usefulness; 2) develop an understanding of how to convey numbers and information in a bar graph.

ASSESSMENT METHODS & CRITERIA:

Class participation and a bar graph created using a Web 2.0 tool, if time permits, in groups of three to four students.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

<http://webcheck.ischool.syr.edu/> (Junior Instrument)

Website chosen for modeling relevant to the unit or subject matter

Computers (i.e., computer lab, loan out devices, personal devices, etc.)

Device for projection of class discussion points (i.e., SMART Board, Projector, etc.)

Web 2.0 tool to create a bar graph (e.g., Chartle, Google Chart Tools)

INSTRUCTION AND ACTIVITIES

First, students will be introduced to WebCHECK and the teachers will introduce/review how to evaluate a website (i.e., a website relevant to the class subject matter or unit). Next, the teachers will guide students as a class through evaluating the website chosen using WebCHECK. Once the evaluation has been complete the teachers will read and explain the results provided by WebCHECK focusing on the graphical representations (i.e., the bar graph and plot graph). Together, the teachers will show students how to read the graphs provided in the results. If time permits, the teachers will guide students in a class exercise to create their own bar graph based on what they learned using a Web 2.0 tool (e.g., Google Chart Tools, Chartle, etc.). The teachers will introduce the tool and then guide students through creating their own graphical representation of the WebCHECK results referring back to the website evaluated. If possible, the teachers will break students into groups of 3-4 to create their own graph using the Web 2.0 tool introduced.

SOURCES/CREDITS**NOTES**

If creating a graph using a Web 2.0 tool is not an option due to technology or time constraints, use role playing to allow students to see how to create a graph to represent results from the WebCHECK exercise (i.e., students in several lines representative of a bar graph unit for particular characteristics of web evaluation).

GENERAL INFORMATION:

Lesson Plan Title: Insect Investigation

Related Curriculum Area: Science

Appropriate Grade Level(s): 2nd Grade

Required Time: 40 minutes

Potential Collaborator(s): Classroom Teacher

Overview of Lesson: Second grade students will determine if certain bugs are insects through an interactive website. They have already been introduced to insects in class. Students will use a checklist to see if the bugs fall under the category of insect. Students will share their results with a partner.

CONTENT TOPIC

Insects

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.1, 1.1.2, 1.1.3, 1.1.4, 2.1.1, 2.1.2, 2.1.4, 3.1.6, 4.1.3

Common Core/State Standards (indicate which state)

New York, RI.2.5, RI.2.7, RI.2.10

Benchmarks or Learning Objectives

Asks “I wonder” questions about the research topic. 2.3 Follows a modeled inquiry process during each visit to the library to do research. 2.4 Writes, draws, or verbalizes the main idea and supporting details. 2.5 Compares new ideas with what was known at the beginning of inquiry. 2.6 Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language). 2.7 Identifies own strengths and sets goals for improvement.

ASSESSMENT METHODS & CRITERIA:

My Inquiry 2.2 I Wonder. . . 2.3 Inquiry Research Log 2.5 Prior Knowledge and New Understandings 2.6 REACTS Taxonomy – This taxonomy offers a variety of authentic products at multiple levels of thought for students to create in response to their inquiry investigations. The verbs and sample products at each level may be used by teachers and librarians to plan project assignments that engage and motivate students to share their learning in creative ways. 2.7 Strengths and Goals in the Library

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

The Library Media Specialist will provide websites to be evaluated. Students will use WebCHECK Junior to evaluate potential websites.

INSTRUCTION AND ACTIVITIES

Library Media Specialist went through criteria to look for when evaluation website. 2. Library Media Specialist modeled using Junior WebCHECK to evaluate two websites about dogs. 3. Students went to an insect website to review the content. 4. Students then opened WebCheck Facillitator to evaluate the website <http://Webcheck.ischool.syr.edu/facilitator>. 5. Students discussed results with partner.

SOURCES/CREDITS

<http://fossweb.com/ca/modulesK-2/InsectsandPlants/activities/> <http://www.planet-science.com/categories/under-11s/our-world> http://www.tpt.org/newtons/video_only
<http://Webcheck.ischool.syr.edu/facilitator>

NOTES

Students worked with the classroom teacher during class time to discover insects. Students worked with the Library Media Specialist to review and evaluate websites for further insect study. Reflection: Needed more time. Some students finished their evaluation, but most did not get to finish and submit. Next time will need to do a whole lesson with LMS modeling and a separate session for students to evaluate websites. Also, I will need to find sites with more subject matter to evaluate. Students helped each other out, so next time will pair up for the website evaluation.

GENERAL INFORMATION:

Lesson Plan Title: Website Evaluation: The Good, The Bad, and The Ugly

Related Curriculum Area: ELA and Social Studies

Appropriate Grade Level(s): 2nd grade

Required Time: 40 minutes

Potential Collaborator(s): 2nd grade ELA teachers

Overview of Lesson: (I chose option one for teaching this lesson where I combine all student's answers into a single report.) This lesson will allow students to explore several websites with teacher guidance to demonstrate how to evaluate the information found. Students will use WebCheck to assist in this hands-on activity. I will include one proven (really good) website and at least one other website (not as good). This lesson will be part of a sequence of library lessons on research prep, using keywords in online searches, internet safety, and internet evaluation.

CONTENT TOPIC

Money and Using Informational Texts

STANDARDS:

AASL Standards for the 21st Century Learner

1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 2.1.4

Common Core/State Standards (indicate which state)

South Carolina, CCSS RI5, W7, W8; South Carolina Social Studies standards for 2nd grade: Standard 2-3

Benchmarks or Learning Objectives

Benchmarks or Learning Objectives: ISTE NETS for Students, 3b and 3c

South Carolina Internet Safety standards: 1 through 4

ASSESSMENT METHODS & CRITERIA:

Individual student participation in discussions.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

Students will need access to either a computer lab or a set of iPads. SmartBoard needed for group instruction portion. Money sites: <http://www.usmint.gov/kids/> and <http://kids.usa.gov/money/index.shtml> Search engine site: <http://library.thinkquest.org/4658/index.htm>
(Not so great)

INSTRUCTION AND ACTIVITIES

Prior to beginning this lesson I will briefly discuss things to look for on their websites such as contact info, working links, navigation keys, audio/visual items, etc. Working with a partner, students will access the websites listed one at a time and have 10 minutes to explore the sites. I've deliberately chosen a very good money site and another one that is lacking in many areas hoping to show students a better contrast. As a group, with teacher guidance, we will go through the WebCHECK evaluation tool on the SmartBoard while students will be able to reference the site at the computers in front of them as we go. Each partner group will have a tab open with the evaluation tool open so they can enter their answers. At the conclusion of the WebCHECK questionnaire we will discuss the resulting graphs and how they show us the value and expectation of success of a site. (I expect to have to spend a lot of time explaining the rating system used to answer the questions. While I think this is a valuable tool for even students as young as 2nd grade I'm not sure the look of the tool will appeal to them. Perhaps the Junior edition could have a few more graphics.)

SOURCES/CREDITS**NOTES** (additional comments, if any):

I think it would be helpful especially with these younger students to also give them a short checklist they can refer to during the exploration phase of the lesson. I also think the resulting graphs are not visually appealing enough to young students for them to really be interested in them and take much meaning from them. They said it was not very interesting, boring and it would be more fun if there were colors, pictures or sound.

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