

Stage 2: Research

Prepare for Research

Day 1: Identifying Credible Sources & Evaluating Evidence

Day 2: Practicing with Evidence

Day 1	Identifying Credible Sources & Evaluating Evidence
Common Core Standards	RI.9-10.1-5, 8 W.9-10.7-9 SL.9-10.1 L.9-10.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none">• Summarize the characteristics of a strong, credible source to create a reference checklist• Determine the credibility of an example source using the reference checklist• Evaluate the strength of evidence based on the credibility of the source
Lesson Resources	Student Journal: <ul style="list-style-type: none">• Pages 32-34 Digital Resources (available on One World website): <ul style="list-style-type: none">• Google Slides presentation
Do Now	Jot-Pair-Share: What sources do you get news from? Why do you trust those sources?
Lesson Introduction	<ul style="list-style-type: none">• Share Do Now responses• Review class agenda• Pass out student journals

<p>Direct Instruction</p>	<ul style="list-style-type: none"> ● Have students turn to page 32 and read the introduction to “Identifying and Analyzing Credible Sources.” ● Lead a brief discussion about fake news: <ul style="list-style-type: none"> ○ <i>What have they heard about fake news? What experience do they have with it?</i> ○ <i>How does fake news spread?</i> ○ <i>How do you judge information that you get from the internet or social media?</i> ● Tell students that there is a lot of misinformation on the internet, so they need to be prepared to carefully analyze the sources of information they use to make sure that they are trustworthy.
<p>Guided Practice</p>	<ul style="list-style-type: none"> ● Have students work in small groups to read the information about identifying credible sources on pages 32 and 33. ● In their small groups, students create a checklist of characteristics of strong sources. ● Go around the room, asking each group to share a characteristic. Record their answers on chart paper to be used as a reference.
<p>Independent Practice</p>	<ul style="list-style-type: none"> ● Direct students to page 34 to practice with a source from Daniel’s exemplar essay. Remind them to use the credibility checklist to help them analyze the source. ● Students examine the source and answer the analysis questions. ● Ask students to share their answers and justify their analysis.
<p>Exit Ticket</p>	<p>Write a brief summary that describes what a credible source is and why it is important to gather evidence from credible sources (2-3 sentences).</p>
<p>Differentiation Suggestions</p>	
<p>Virtual Learning</p>	<ul style="list-style-type: none"> ● Check out the resources and activities available on the News Literacy Project website for additional practice.
<p>Extension</p>	<ul style="list-style-type: none"> ● Have students crowdsource a list of reliable websites to use as a class reference.
<p>Language Development</p>	<ul style="list-style-type: none"> ● Provide an annotated example of a credible and not credible source for students to reference.

Day 2	Selecting Evidence
Common Core Standards	RI.9-10.1-5,8 W.9-10.7-9 SL.9-10.1
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Determine the credibility of a source using the reference checklist • Identify relevant evidence in a credible source that connects to their argument
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 33, 35-36 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation • Practice Selecting Evidence graphic organizer
Do Now	Brain Dump: What do you already know about your topic?
Lesson Introduction	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda • Pass out student journals
Direct Instruction	<ul style="list-style-type: none"> • Tell students that today they are going to find a source on their topic and practice analyzing the credibility of the source and identifying relevant evidence. Today's practice is going to help prepare them for more independent research. • Review the graphic organizer on page 35. <ul style="list-style-type: none"> ○ Remind students to analyze the credibility of a source using the checklist on page 33. ○ Review the different types of evidence that students should look for: an expert quote, data or statistics, significant facts. ○ Remind students to determine what part of their argument the evidence supports: claim, counterclaim, rebuttal, or solution.
Guided Practice	<ul style="list-style-type: none"> • Have students navigate to the student resource page on the One World website. Note: If students are doing topics that are not on the website, you may want to pre-select articles for them to read. • Direct students to select an article to read. • Have students complete the sourcing sections (full source citation and why the source is credible). • Spot check student source analysis.

Independent Practice	<ul style="list-style-type: none"> ● Once students have successfully completed the source sections, they will read the article and pull out two pieces of evidence and record them on the graphic organizer on pages 35-36. ● If time allows, have volunteers present evidence to the class and explain their reasoning for feedback.
Exit Ticket	Quick Write: What did you learn about your topic today?
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> ● In a discussion post, have students share the full citation of a source and explain why they think it is credible or not. Assign students to review a peer's post and respond with feedback. ● Have students submit a piece of evidence they pulled from their article in advance of a synchronous session. Compile the submissions into a doc or slides. During the session, have students present their claim and evidence and explain why they think the evidence supports their claim. Provide feedback and guidance. Discussion prompts: <ul style="list-style-type: none"> ○ <i>What type of evidence is this?</i> ○ <i>Why did you choose this evidence?</i> ○ <i>How does this evidence connect to your claim?</i>
Extension	<ul style="list-style-type: none"> ● Allow students to search independently for an article to read on their topic.
Language Development	<ul style="list-style-type: none"> ● Pre-select articles for students to read at the appropriate lexile level. ● Provide a non-print resource, like a short video with subtitles, for students to analyze. ● Provide annotated examples of types of evidence for students to reference.