

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	W.11-12.1, 5, 8 SL.11-12.1 L.11-12.6
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 36-38 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
Direct Instruction	<ul style="list-style-type: none"> • Have students turn to page 36 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.
Guided Practice	<ul style="list-style-type: none"> • Have students work in small groups to read the information about identifying credible sources on pages 36 and 37. • 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.
Independent Practice	<ul style="list-style-type: none"> • Direct students to page 38 to practice with a source from Yazmeen’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.

Exit Ticket	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).
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> Check out the resources and activities available on the News Literacy Project website for additional practice
Extension	<ul style="list-style-type: none"> Have students crowdsource a list of reliable websites to use as a class reference
Language Development	<ul style="list-style-type: none"> Provide an annotated example of a credible and not credible source for students to reference.

Day 2	Practicing with Evidence
Common Core Standards	W.11-12.1, 5, 8 SL.11-12.1 L.11-12.6
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 37-39 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 39. <ul style="list-style-type: none"> Remind students to analyze the credibility of a source using the checklist on page 37. 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

	<p>credible).</p> <ul style="list-style-type: none"> • 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 page 39. • 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.