

Lesson Plan 5: Online Research Skills

Lesson Objective

- I can determine if an online source is reliable and credible for research purposes.

Standards

Alaska Digital Literacy Standards

3-5.KC.1 Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.

3-5.KC.2 Students learn how to evaluate sources for accuracy, perspective, credibility and relevance.

Common Core ELA

CCSS.ELA-LITERACY.W.4.7 and CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Estimated Duration: 60 minutes

Materials

- Student computers
- Short Video: [Spaghetti Harvest](#)
- Website: [Dihydrogen Monoxide](#)
- Printed student guide: [Website Credibility Checklist](#)

Checking for Understanding: Website credibility checklist

Set-up
• Make sure students have access to computers (this lesson can be done in pairs, so it is not necessary for every student to have a computer). • Print the website credibility checklist for each student (print in portrait mode). • Open and have ready the website credibility checklist. • Open and have ready this short video: Spaghetti Harvest. • Open and have the website ready: Dihydrogen Monoxide.
Differentiation
• Students can work independently or in pairs.

Procedures	
Introduction: Fake or Real? 10 minutes	● Introduce the lesson by playing the video: Spaghetti Harvest ● When the video is finished ask the students questions: ○ What did you think about the video? ○ Is the video true? ○ It's made by BBC, a world-known company for broadcasting news. Does this change your answer? ○ How can I find out if this information is real or fake? ■ Record students' answers on the board.
Whole-Group Instruction 15 minutes	● Pass out the website credibility checklist. ● Give students a couple of minutes to look over the checklist. Ask if any of their answers are on the checklist. ● Project the checklist on the board and read through it with the students. ● Using the video viewed above, as a class answer the questions on the checklist that is projected on the board. ○ Going through the checklist they may find that the video might be marked in the "may be reliable category." ○ Discuss the importance of cross-checking information with other reliable sources.
Small-Group or Independent Work 15 minutes	● Direct the students to go to the website: http://www.dhmo.org/ ● Don't tell the student that dihydrogen monoxide is water! ● If there are not enough computers, students may be paired for this part of the lesson. ● Give students about 15 minutes to look over the website and fill out the checklist independently or in pairs. ● If completed independently, allow the last 5 minutes for students to get into pairs and discuss their findings.
Discussion 20 minutes	● Project the website checklist on the board again. ● Read each question and circle the answers the students agree on. ○ Discuss the answers and ask students to provide evidence for their reasoning. ● After tallying up the points, ask students if they would use this website for research. Why or why not?