

Is This for Real?

Evaluating Sources

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Grade Level	4th – 5th Grade	**Time Frame**	150 minutes
Subject	Computer Science, English/Language Arts	**Duration**	3 days
Course	Oklahoma Young Scholars/Javits		

Essential Question

How do I know if what I read is true? How can I tell the difference between a reliable and an unreliable source?

Summary

In this lesson, students learn the key elements for critically evaluating sources to determine if they are real or fake. The terms "source," "reliable" and "unreliable," "expertise," "credibility," and "verified" are introduced, defined, and reinforced. Students work with a group and then individually to evaluate a mix of printed and internet sources.

Snapshot

Engage

Students listen to a story and discuss which source is true. They watch a short video about verifying information.

Explore

Students, in small groups, make decisions about the validity of a mix of printed and digital sources (some reliable, some not).

Explain

Students are introduced to important concepts about types of sources, unreliable and reliable sources, and criteria for evaluating sources, followed by a Card Sort on the basic terms of evaluation.

Extend

Students use an evaluation handout with clear criteria for evaluating a short list of sources.

Evaluate

Students' individual handouts serve as an assessment of their understanding of how to determine what is real or true.

Standards

ISTE Standards for Students (For Students (2016))

ISTE3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Oklahoma Academic Standards for English Language Arts (Grade 4)

4.3.R.5: Students will distinguish fact from opinion in a text and investigate facts for accuracy.
4.6.R.3: Students will determine the relevance and reliability of the information gathered.

Attachments

- Card Sort—Is This for Real - Spanish.docx
- Card Sort—Is This for Real - Spanish.pdf
- Card Sort—Is This for Real.docx
- Card Sort—Is This for Real.pdf
- Criteria for Evaluation—Is This for Real - Spanish.docx
- Criteria for Evaluation—Is This for Real - Spanish.pdf
- Criteria for Evaluation—Is This for Real.docx
- Criteria for Evaluation—Is This for Real.pdf
- Group Findings Template—Is This for Real - Spanish.docx
- Group Findings Template—Is This for Real - Spanish.pdf
- Group Findings Template—Is This for Real.docx
- Group Findings Template—Is This for Real.pdf
- Lesson Slides—Is This for Real.pptx
- List of Sources—Is This for Real - Spanish.docx
- List of Sources—Is This for Real - Spanish.pdf
- List of Sources—Is This for Real.docx
- List of Sources—Is This for Real.pdf
- Short List of Sources A—Is This for Real - Spanish.docx
- Short List of Sources A—Is This for Real - Spanish.pdf
- Short List of Sources A—Is This for Real.docx
- Short List of Sources A—Is This for Real.pdf
- Short List of Sources B—Is This for Real - Spanish.docx
- Short List of Sources B—Is This for Real - Spanish.pdf
- Short List of Sources B—Is This for Real.docx
- Short List of Sources B—Is This for Real.pdf
- Short List of Sources C—Is This for Real - Spanish.docx
- Short List of Sources C—Is This for Real - Spanish.pdf
- Short List of Sources C—Is This for Real.docx
- Short List of Sources C—Is This for Real.pdf
- Short Story—Is This for Real.pdf

Materials

- Lesson Slides
- Short Story: Is This for Real? (attached; for teacher's use)
- List of Sources (for groups to evaluate) (attached; one per group)
- Group Findings Template (attached; one per group)
- Card Sort (attached; one set per group)
- Short List of Sources (for individuals to evaluate) (attached; one of 3 per student)
- Criteria for Evaluation (attached; one per student)
- Chart paper

- Markers
- Pens or pencils
- Internet access for supervised search

20 minutes

Engage

Read aloud **Is This for Real?** (attached), a short story about children who heard different reports about a bicycle wreck. Using **slide 5**, ask the students what they think really happened and what version of the story they would believe.

Introduce the concept that not everything we read or hear is always true or reliable, then go to the quote on **slide 6**.

Move to **slide 7** and show the video Fact vs. Fake.

Embedded video
https://youtube.com/watch?v=9MJFRr7mY-Y

20 minutes

Explore

Teacher's Note: Setting Up

Each group will need one piece of chart paper to record their ideas on. Supply those student groups with the chart paper as well as markers. Help guide the ongoing discussions, as students will probably share conflicting ideas about the reliability of their sources.

Go to **slide 8**. Divide students into 6 small groups. Give each group the **List of Sources** (attached). Each group will work to decide if these sources present real information or not. Give a **Group Findings Template** (attached) to each group as a guide to share their findings on chart paper. It should take about 20 minutes for the students to discuss and record their ideas on their chart paper. Each group will choose a spokesperson to share out their findings with the class.

50 minutes

Explain

Move to **slide 9**. Ask students to answer the following questions and use an Anchor Chart, on the board or on chart paper, to record students' answers to each of the questions. Keep this chart available and visible for your students throughout the rest of the lesson.

- *What is a source?*
- *What is an expert? What examples can you think of?*
- *What do you think is reliable*?
- *What is unreliable?*
- *What is verified?*

Go to **slide 10** and explain the following types of sources to students:

- **Reliable sources**: Often written by experts, checked for accuracy, and provide trustworthy information (e.g., textbooks, educational websites, news from known outlets)
- **Unreliable sources**: Might include opinions, false information, or errors (e.g., blogs without citations, some social media posts)

Review the video Fact vs. Fake on **slide 11**.

Inquiring: Teacher Research

A good resource for presenting evaluation of sources is Joyce Grant's age-appropriate book *Can You Believe It? How to Spot Fake News and Find the Facts.* See it in the Resources section below.

Teacher's Note: Setting Up

Prior to the Card Sort activity, you will want to print out, cut out (and laminate if possible) the **Card Sort** (attached). Make enough for each group of two or three students to work together.

Move to **slide 12** and have students do a Card Sort in groups of two or three. Have these small groups sort the cards into categories.

Display **slide 13**, guiding a discussion about the results of the Card Sort. Ask the following questions:

How did you sort your cards?

Which words went together?

Were there any cards that you weren't sure about?

Where did people fit into your sorting?

Were there any cards that overlapped?

After the Card Sort, go to **slide 14**. As a class, discuss some of the ways to evaluate a source (deciding if it is real or true) by using **one** of the sources from the List of Sources for groups and sharing with students the following questions:

- **Author**: *Who wrote it? Where can I find that information? Are they an expert? How can I find out?*
- **Date**: *When was it published? Where is that shown? Is it recent and up-to-date?*
- **Publisher**: *Is it from a trusted organization? How do I know?*
- **Purpose**: *Why was it written? To inform, persuade, entertain, or sell something? How can I tell?*
- **Evidence**: *Is it reliable or unreliable? Why?*

Show **slide 15** and use the graphic to help students know where to look for important information about a source.

Move to **slide 16** to introduce the Criteria for Evaluation.

30 minutes

Extend

Teacher's Note: Distributing Short Lists & Criteria for Evaluation

There are 3 different Short Lists to distribute to students. Each of the three has some variety and some similarity of sources for individual students to evaluate. Instruct students to evaluate each of the three sources on one of the small charts. They should identify the type of information from their Short List. The Criteria for Evaluation handout can be printed double-sided.

Move to **slide 17**. Give each student one of the three **Short List of Sources** (attached) and a **Criteria for Evaluation** handout (attached) with which to evaluate the sources, using the criteria discussed in the Explain section.

Conclude with **slide 18**, a reminder for students to always verify their sources.

20 minutes

Evaluate

Take up students' individual handouts and assess their understanding of how to determine what is real or true, or have students bring back to the next class one source they think is reliable and one source they think is unreliable. Take a few minutes for students to explain why they made this distinction based on the criteria they learned.

Opportunities for Advanced and Gifted Learners

Students create a comic book version of the criteria for evaluation, showing a variety of reliable and unreliable sources and informing readers of the importance of verifying information.

Resources

- CBC Kids. (2022, October 24). *Fact vs. fake: A quick lesson in media literacy* [Video]. YouTube. https://www.youtube.com/watch?v=9MJFRr7mY-Y
- Grant, J. (2022). *Can You Believe It? How to Spot Fake News and Find the Facts*. Kids Can Press.
- K20 Center. (n.d.). Anchor chart. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Card sort. https://learn.k20center.ou.edu/strategy/147