

Street Cred

Evaluating Sources

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Grade Level	9th – 11th Grade	**Time Frame**	1-2 class periods
Subject	English/Language Arts	**Duration**	90 minutes

Essential Question

How can we determine validity and credibility in sources?

Summary

In this lesson, students will determine the credibility of a source. Students will first examine professional writing and web pages, then they will use a reflective strategy to help them analyze and determine the credibility of sources.

Snapshot

Engage

Students reflect on how they determine what types of people are trustworthy or credible.

Explore

Students analyze a variety of web pages and sources and look for discrepancies to determine credibility.

Explain

Students are guided through a reflective process to analyze articles and determine their validity and credibility.

Extend

Students work in pairs using the SIFT instructional strategy to annotate and analyze sources.

Evaluate

Students create a CER statement identifying what they believe that makes a source credible or not.

Standards

ACT College and Career Readiness Standards - Writing (6-12)

D&S 301: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of mostly relevant reasoning and examples to support the thesis and arrive at a general or simplistic understanding of the issue -Offer a rationale that largely clarifies the argument -Provide elaboration of ideas and analysis that is somewhat repetitive or imprecise

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.7: Analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.
9.6.R.3: Evaluate the relevance, reliability, and validity of the information gathered.

Attachments

- CER Organizer—Street Cred.docx
- CER Organizer—Street Cred.pdf
- Card Sort Cards—Street Cred.docx
- Card Sort Cards—Street Cred.pdf
- Lesson Slides — Street Cred.pptx
- SIFT Annotations—Street Cred.docx
- SIFT Annotations—Street Cred.pdf
- SIFT—Street Cred.docx
- SIFT—Street Cred.pdf

Materials

- Lesson Slides (attached)
- Card Sort Cards (attached; one per group)
- SIFT handout (attached; one per student)
- SIFT Annotations handout (attached; one per student)
- CER Organizer (attached; one per student)

15 minutes

Engage

Begin by displaying **slide 3** and ask students to think about and share their responses to the following prompt:

- What makes a person trustworthy?

Teacher's Note: Guiding the Conversation

Consider posing the following questions to help students understand credibility and trust:

- Why do you trust your teachers' academic advice?
- Why do you trust your parents' or friends' personal advice?

Help guide students to understand what qualities, characteristics, and experiences make people trustworthy. Make sure not to define or use the word 'credibility' or 'credible' yet, just lead them to discuss it.

Next, move to **slide 4** and review the Card Sort instructional strategy with students. Place students into small groups of 3 and pass out the attached **Card Sort: Category Card**s and **Card Sort: Sorting Cards** to each group. The category cards include a variety of different professionals. The card sort cards include a variety of questions and issues that each of the provided professionals could assist with based on their experience.

Encourage students to first lay out the Category Cards and then explain to them that they will work together as a group to place the card sort cards under the professional they would trust most to assist with the presented question or issue. Allow groups time to work through the activity.

Once they have completed the card sort activity, invite groups to share their choices and reasoning with the entire class.

At this time, ask the entire class the following question:

- What can happen when you trust people who are not actually experts or information that is not actually valid?

Allow students to share their responses.

At this time, share and review the essential question and learning objectives on **slide 5** and **slide 6**.

20 minutes

Explore

Display **slide 7** and introduce the Walking Vote instructional strategy. Explain to students that they will be reviewing a variety of web sources. Their goal is to determine whether the source they are reviewing is real or not.

Give students 30 seconds to respond to a question about the source by moving to a specific side of the classroom. One side represents “real,” the other represents “fake.” After students have selected their “vote,” have them discuss with those around them why they voted for that specific source. Then have them come together as a whole group to discuss their choices.

Once students have heard reasoning from both sides, ask students to have one final discussion in their voting groups to come up with their most persuasive reasons to support their vote.

Have one person from each group share out their reasons. Once they have shared their reasons, have them conduct one final vote and reveal the correct answer and reasoning to the other students.

Navigate to the Street Cred wakelet to view all five resources with students.

Teacher's Note: Correct Answers and Details

Source #1: Real

Source #2: Real

Source #3: Fake

Source #4: Real

Source #5: Fake

When revealing each answer, recognize that a few of these sources are difficult to determine the validity of. Take this time to show students what to look for and how to identify credibility by just looking at a source.

20 minutes

Explain

Teacher's Note: Selecting an Article

Choose an article to print out for your students to analyze and annotate. Consider using the resource below to find an article that best suits your class and students.

- Kelly Gallagher - AOW Archives

Display **slide 8** and review the SIFT instructional strategy. Pass out the attached **SIFT Annotations** handout and a highlighter to each student and explain that they will be working together as a class and reviewing an article and analyze its credibility. Review the steps in the handout with students and answer any question before beginning.

At this time, pass out the article you chose and any materials needed such as highlighters and pencils to each student. Then, guide students through the SIFT annotations together.

Teacher's Note: Research Claims and Sources

Encourage students to research claims found in their article and the sources making the claims. Help them understand that it is necessary to research sources and information thoroughly before knowing if a claim or person is credible.

25 minutes

Extend

Teacher's Note: Optional Resources

For the next part of this lesson, search and find a variety of 'trustworthy' and 'untrustworthy' sources. Find a total of 3 sources for students to analyze. Consider using the following websites to find your 'untrustworthy' resources:

- Wikipedia: List of satirical websites
- Wikipedia: List of fake news websites

Display **slide 9**. Place students into pairs. Pass out the attached **SIFT** handout and explain to students that they will be reviewing a variety of sources and using the SIFT strategy to analyze them.

Provide links to the sources you chose for students to analyze.

Allow pairs time to work through their SIFT handout analyzing the sources you provided.

Move to **slide 10.** Once students have completed this activity, have pairs find another pair and discuss the following:

- Share your responses and findings with each other.
- How were you able to determine if the source was credible?
- What was difficult about determining the source's credibility?

Teacher's Note: Source Variety

Some of the sources you will present may be articles, blog posts, and even videos. Make sure to give students enough time to truly analyze each source and begin thinking about their credibility. Make sure to walk around the classroom to offer help and support when needed.

10 minutes

Evaluate

Display **slide 11**. and pass out the attached CER Organizer handout to each student. Review the Claim, Evidence, Reasoning (CER) instructional strategy. Explain to students that they will work individually to respond to the prompt provided on their handout. They will respond to a prompt by making a claim, providing evidence and reasoning to support their claim.

Teacher's Note: CER Example

Consider providing your own example statement when reviewing the handout. This can help students clearly understand the goal of the assignment.

Allow students time to work on their CER statements. Collect these at the end of the lesson.

Resources

- Gallagher, K. (n.d.). “Building deeper readers & writers.” AOW Blog Archive. https://www.kellygallagher.org/aow-archive
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategies. https://learn.k20center.ou.edu/strategy/156
- K20 Center. (n.d.). Walking vote. Strategies. https://learn.k20center.ou.edu/strategy/4126
- NASA. (n.d.). Return to the moon. Website. https://www.nasa.gov/
- Oklahoma State Treasurer. (n.d.). Find your unclaimed property. Website. https://yourmoney.ok.gov/
- Pacific Northwest X-Ray Inc. (n.d.). Catalog. Website. https://www.pnwx.com/
- Wikipedia. (n.d.). List of fake news websites. Website. https://en.wikipedia.org/wiki/List_of_fake_news_websites
- Wikipedia. (n.d.). List of satirical news websites. Website. https://en.wikipedia.org/wiki/List_of_satirical_news_websites