Examining Internet Resources

Created by: Carolyn Masek  
Title/Role: Media Specialist  
Organization/School Name: Hand Middle School  
Location: South Carolina  
Grade Level: 7  
Type of Lesson: Stand-alone lesson  
Type of Schedule: Flexible  
Collaboration Continuum: Limited  
Content Area: Language Arts  
Content Topic: Mini-research webquest

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.4 Find, evaluate, and select appropriate sources to answer questions.
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Dispositions Indicator(s):
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Self-Assessment Strategies Indicator(s):
1.4.4 Seek appropriate help when it is needed.

Scenario: The students have finished reading Hatchet by Gary Paulsen. They are about to begin an internet-based research project on various topics related to events in the novel. The teacher asked the librarian to help the students identify authoritative websites.

Overview: Using accurate and credible sources is one of the ELA standards being addressed in this project. This lesson presents the students with some things to look for when deciding about the usefulness of a particular website. Essential questions for this lesson: How can I tell if this is a good website to use for my research? When was the website last updated? Who is the author?

Final Product: Students will find five authoritative websites and complete a webquest handout for their English/Language Arts class.

Library Lesson: The students will learn how to determine if a particular website is useful for their research purposes. Among things to consider: Who is the author of the website? When was the site created? Updated? What is the purpose of the website?

Estimated Lesson Time: 45 minutes
Assessment

**Product:** The classroom teacher will assess the completed webquest handout. In addition, students will self-assess using the student check list.

**Process:** The school librarian will question the students to check for understanding throughout the presentation and as they search for websites.

**Student self-questioning:** How can I tell if a website is good for my research?

Instructional Plan

**Resources students will use:**
Interactive Resource (i.e. webpages, multimedia learning objects, chat services)

**Interactive Resource URL:** http://prezi.com/9i39ktrmun_g/?utm_campaign=share&utm_medium=copy

**Resources instructor will use:**
Projector
Smart board

Instruction/Activities

**Direct instruction:** The librarian leads the students in a discussion about how to determine if a web site is useful for their research needs. The librarian uses a Prezi found at http://prezi.com/9i39ktrmun_g/?utm_campaign=share&utm_medium=copy&rc=ex0share

**Modeling and guided practice:** After the information in the Prezi has been covered, the librarian will demonstrate how to find details such as author, date last updated, etc. The students will begin searching for websites that will be useful to their research topic. The librarian will circulate as the students work in the computer lab.

**Independent practice:** Students will spend the remainder of the class period finding and evaluating websites.

**Sharing and reflecting:** The teacher will review the information from the Prezi and then the students will share their successes.

**Have you taught this lesson before:** Yes

**Strategies for differentiation:** Honors level classes are required to find and evaluate 5 websites. Grade level classes are required to find and evaluate 3 websites.

AASL/Common Core State Standards Crosswalk

**English Language Arts:**

**CC.7.R.L.1** » English Language Arts » Key Ideas and Details » 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7)
CC.7.W.7 » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (7)

CC.7.R.I.4 » English Language Arts » Craft and Structure » 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (7)

CC.7.W.9.a » English Language Arts » Research to Build and Present Knowledge » a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (7)

CC.7.R.I.2 » English Language Arts » Key Ideas and Details » 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (7)

CC.7.R.I.3 » English Language Arts » Key Ideas and Details » 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (7)

CC.7.R.I.7 » English Language Arts » Integration of Knowledge and Ideas » 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (7)

CC.7.R.L.3 » English Language Arts » Key Ideas and Details » 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7)

CC.7.R.L.7 » English Language Arts » Integration of Knowledge and Ideas » 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7)

CC.7.R.L.9 » English Language Arts » Integration of Knowledge and Ideas » 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (7)

CC.7.SL.2 » English Language Arts » Comprehension and Collaboration » 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (7)

CC.7.W.9.b » English Language Arts » Research to Build and Present Knowledge » b. Apply grade 7
Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (7)
Internet Citation Checklist

Use the checklist below to check your Internet citations when you complete your research.

☐ I checked the websites I used to make sure they were reliable and from a trustworthy source.

☐ I cited the author and title of each website I used.

☐ I cited the Web address of each website I used. I double-checked the Web address to make sure it was correct.

☐ For each website I used, I noted the copyright date listed on the site.

☐ For each website I used, I noted the date I found the information.

☐ I checked that I wrote each of my Internet citations in the correct format:

Author. Web Site Title. Web address. Copyright Date. Found on (list date you found the information).
Mini-Research Web Quest

Name: _________________________________

Directions:
Choose one of the topics below
1. Heart Attacks in Women (What are the warning signs? How are they different from a heart attack in a man?)
2. Actual Animals in the Canadian Wilderness (What are some of the other animals that Brian could have encountered?)
3. Basic Survival Needs (What are the minimum things you would need to survive in the wilderness?)
4. Edible Plants in the Canadian Wilderness (What are some of the other plants Brian could have eaten to survive?)

Research your topic – go to at least 5 sites and search for information on your topic. Rate how reliable you feel the source is.

<table>
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<th>Website</th>
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<th>Date of Publication</th>
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