



Digital Literacy

LESSON PLAN: Compiling Credible Sources

Course/Level: 5+

Group Size: Instructor Discretion, recommended 15-20 max

Notes: This plan covers 60 minutes, taught by one instructor. This plan is typically part of a longer course of study on digital literacy.

Target Task: Students will be able to use the library database to locate books and materials; identify and compile a list of sources relating to a topic of choice; determine whether materials found are “credible sources”; use these sources to investigate topic to create a presentation to share with class/club



Activity/ Timing	Materials/ Equipment	Step-by-Step Details	Notes to self (optional)
PT 1: (15 minutes)	Computer, library database, projector	The first 5 minutes will be reviewing the credibility activity from previous lesson and a handout with the standards will be passed around for the students to use in the next part of the lesson.	Individualized source building assignment for a semester long project will certainly require commitment to ensuring each student is progressing in a way that demonstrates their ability to find credible sources.



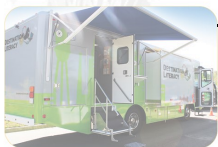


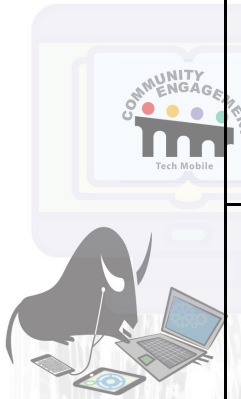
Activity/ Timing	Materials/ Equipment	Step-by-Step Details	Notes to self (optional)
PT 1 continued:	Computer, library database, projector	<p>Remember the CRAAP test developed by California State University</p> <p>Currency: is the source up-to-date?</p> <p>Relevance: is the source relevant to your research?</p> <p>Authority: where is the source published? Who is the author? Are they considered reputable?</p> <p>Accuracy: is the source supported by evidence? Are the claims cited correctly?</p> <p>Purpose: what was the motive behind publishing this source?</p> <p>Then a run-through of the database, mainly the search functions necessary for finding sources pertaining to a particular topic, will be demonstrated on a SmartBoard/projector for learners to observe. The first 5 minutes of this portion will be dedicated to pointing out the search features (search bar, filter options, material identification and download, etc.). The next 5 minutes will be running through an example topic (one that is not one of the learners' topics) and questions.</p>	<p>Learners select and organize information for a variety of audiences by:</p> <ul style="list-style-type: none"> Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. Openly communicating curation processes for others to use, interpret, and validate.





Activity/ Timing	Materials/ Equipment	Step-by-Step Details	Notes to self (optional)
PT 2: Credible Source Identification (30 minutes)	Computer, library database, projector	<ol style="list-style-type: none">1. Students will compile a list of potential sources for their project2. Based on previous credibility assessment activity, students will critically analyze sources as either credible or not3. Optional: have students create a list of credible sources and not credible source to examine as a class in the following part of this activity	
PT 3: Credible Source Defense (15 minutes)		<ol style="list-style-type: none">1. Learners explain what makes their sources credible; if they are able to discover sources and defend the sources' credibility, understanding of the object will be considered achieved.2. If continuing the optional dual list from the previous part of activity, have students explain why they chose particular sources as credible and others as not credible	





Activity/ Timing	Materials/ Equipment	Step-by-Step Details	Notes to self (optional)
PT 4: Exit Activity (5 minutes)		1. What was this process like? What sources did you find? How did you know they were credible? What was hard about this activity? Did we finish? Do we need more time?	

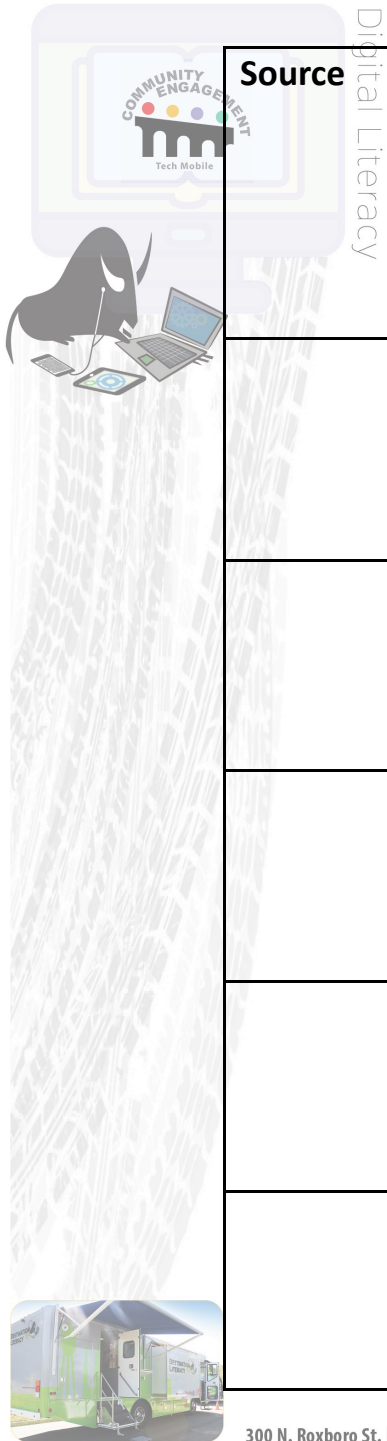
References: [list all materials used and consulted; incl. visual media]

PT 1: Credible Sources Guide

1. Who is the author? How do they relate to the subject? Are they an expert in their field?
2. Who is the publisher? When was it published? Was it peer reviewed?
3. What is the tone of the source? Is it objective? Is it biased? Does it seem in favor or against the topic?
4. Where did I find the source? In an academic data base? On a social media site?
5. Are there citations? Is there a bibliography or reference section?
6. Is this source providing primary or secondary information? Is it tertiary (is it a source that identifies or indexes both primary and secondary sources, like encyclopedias or almanacs)?
7. Does this source include interviews, data, photographs, or audio? Are they cited or referenced?
8. Does it feel trustworthy? Why or why not?



PT 2: Optional Activity Handout



Source	Is it credible? (Yes/No)	What makes it credible or not credible? (Give 3 reasons)	Why am I choosing to include this source? Does it relate to my topic?