# Lesson Title: Analyzing Websites

**Grade Level:** 6th

# Materials/Resources:

* [Source Analysis Checklist](https://bcpscloud-my.sharepoint.com/personal/eledford_bcps_org/_layouts/15/guestaccess.aspx?guestaccesstoken=9GV6pcZiW3NQFmhxplCmub%2briWstDNptrggrI9hYHzU%3d&docid=02ae48f6c14634277afc1b41979071625) (4 copies per student)
* Poster paper
* [Schrock's 5Ws](http://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf)
* <http://www.nationalfootballpost.com/5-reasons-why-you-should-let-your-son-play-football/>
* <http://www.nytimes.com/2013/09/18/sports/football/would-i-let-my-son-play-football.html?_r=1>
* <http://kidsfashion.about.com/od/doityourselfstyles/tp/The-Arguments-Against-School-Uniforms.htm>
* <http://www.sciencedirect.com/science/article/pii/S0094119011000611>

# Essential Questions & Enduring Understandings

Essential Question(s):

* Information Literacy: How can we effectively evaluate websites for credibility?
* How will this understanding make me a more efficient user of online resources?

Enduring Understanding(s):

* Students increasingly are required to access and share information online. In order to prepare to participate in a global economy, students will need to find, evaluate, and select appropriate resources to answer questions.

# Student Learning Goals/Objectives:

Student will use a source analysis checklist in order to evaluate websites for credibility.

# Targeted CCSS:

[CCSS.ELA-Literacy.W.6.8](http://www.corestandards.org/ELA-Literacy/W/6/8/) - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

# Targeted P21 Skills:

Information, Media, and Technology Skills

* Information Literacy
  + Access and Evaluate Information
    - Evaluate information critically and competently
    - Access information efficiently (time) and effectively (source)

Information, Media, and Technology Skills

* ICT (Information, Communications, and Technology) Literacy
  + Apple Technology Effectively
    - Use technology as a tool to research, organize, evaluate and communicate information

# ISTE Standards:

ISTE 3.b - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

ISTE 3.c - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

# Shared Learning Experience:

### Teacher-Directed Lesson:

1. Introduce today's objective to the students.
2. Show the following introduction video about digital literacy: <https://animoto.com/play/eV3BkCV1S0aIMd0ldLgKDw> (stop at :45 before it mentions the 5Ws).
3. Ask students to discuss why it is important for children to know if a website is reliable or credible.
4. Have a few students share their responses and create a list of reasons why it is important to analyze a website.
5. Have students discuss and explain how they could figure out whether or not a website is reliable with partner or group.
6. Introduce Schrock's 5Ws and discuss why all the elements are important in analyzing a website.
7. Introduce the [Source Analysis Checklist](https://bcpscloud-my.sharepoint.com/personal/eledford_bcps_org/_layouts/15/guestaccess.aspx?guestaccesstoken=9GV6pcZiW3NQFmhxplCmub%2briWstDNptrggrI9hYHzU%3d&docid=02ae48f6c14634277afc1b41979071625) . Ask students to compare how this checklist is similar to Schrock's 5Ws. Explain that this is the checklist they will be using to analyze websites.

Provide Accelerated students with the accelerated checklist

Provide Modified students with the modified checklist

1. Direct the class to the website <http://www.nationalfootballpost.com/5-reasons-why-you-should-let-your-son-play-football/>
2. As a class, use the checklist to determine whether or not the website is a credible source. While working through the class list, facilitate a conversation about why students are placing checks in certain columns.
3. Direct the class to the website: <http://www.nytimes.com/2013/09/18/sports/football/would-i-let-my-son-play-football.html?_r=1>
4. Allow students to use the checklist and analyze the website on their own. After 10 - 15 minutes, lead a class discuss about the credibility of the website.  
   Accelerated group can work independently and meet as a group to discuss  
   Modified group can work with a group, using their checklist, with adult monitoring
5. Explain to students that for the remainder of class they will be working either in pairs or individually (their choice) to analyze two websites about school uniforms.

### Independent and Applied Learning:

1. Students will visit <http://kidsfashion.about.com/od/doityourselfstyles/tp/The-Arguments-Against-School-Uniforms.htm> and <http://www.hattoss.com/education/2012/06/20/7-great-arguments-in-favor-of-school-uniforms/> and use the source analysis checklist.
2. Teacher serves as facilitator as students are working.  
   Provide extra help for modified group. Build scaffolds based on student needs  
   Modified students will also pick only ONE article to view and use the source analysis checklist - if time persists, view the other article and use the source analysis checklist
3. Students will answer the following question: Based off of your checklist, which source do you believe is more credible and why?

# Daily Formative Assessment(s):

Blog response to "Based off of your checklist, which source do you believe is more credible and why?"

Accelerated students will find another credible website on School Uniforms, use the checklist, and post their response.

Modified students will post if they believe their source was credible or not credible. If they had time to view both articles, they will answer the initial question