

# Short Lesson Plan 6: Evaluating Content

🕒 20 min

**Prerequisite:** Online Lesson 6 Evaluating Content

## Materials

- Pencils/markers
- Computer access

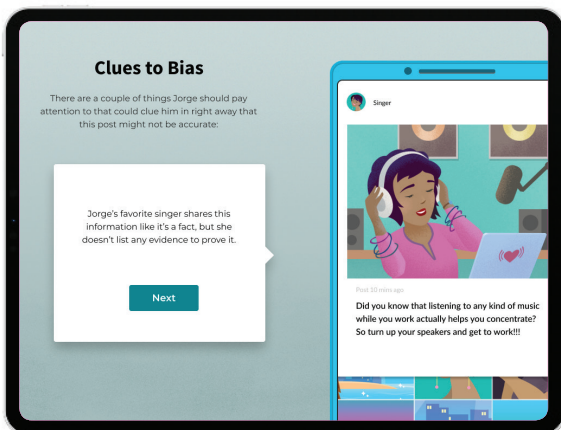
## Standards Alignment

- ISTE Knowledge Constructor 3a
- ISTE Knowledge Constructor 3b
- CCTC 7

## Learning Objectives

- 1 | Describe how to evaluate content for accuracy and bias.
- 2 | Identify methods to differentiate accurate search results from inaccurate or sponsored content.

**NOTES** (differentiation, student groupings, additional questions, etc.)



Lesson 6: Evaluating Content

## OPENING

🕒 2 min

Discuss as a class

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Discuss the learning from lesson 6:

- What is the difference between primary sources and secondary sources? Provide some examples.

*Notes:*

**Primary sources:** Direct or first-hand stories that come from the time period when the event being discussed happened.

**Secondary sources:** Things that talk about or explain primary sources and are created by someone who didn't participate in the event.

## NEW LEARNING

🕒 1 min

Discuss in pairs

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“Today we are going to dive a little deeper on how to validate content for accuracy and bias by practicing it out.”

## ACTIVITY

🕒 10 min

Research in pairs

Create in pairs

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“In pairs, research a topic of your choice and identify at least one primary and one secondary source. With each of your sources, explain how you identified that this is from a credible source.”

*Questions to keep in mind:*

- How will you evaluate content for accuracy and bias?
- What methods did you use to differentiate accurate search results from inaccurate/sponsored content?

*Note:*

In-Class Topic Research Student Handout is located at the end of this lesson.

Each pair will share their topic choice and each of their sources (primary and secondary) with another pair. Encourage students to provide feedback on the sources provided by the presenters.

Each pair will have 3-minutes to share their findings in small groups.

*Note:*

Each pair will submit their Topic Research Handout to the teacher.

## DISCUSSION

🕒 6 min

Present in small groups

Discuss in small groups

Assess in pairs

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## CLOSING

🕒 1 min

**Formalize learning**  
with the whole group

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“Good work everyone! Today we extended our learning on how to validate content for accuracy and bias by practicing it out. We got some hands-on experience on how to identify credible primary and secondary sources.”

## HOMEWORK ACTIVITY (optional)

🕒 20 mins

**Create** in pairs

**Assess** in pairs

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As an extension, have students adjust their topic findings from the feedback received by their peers. Have students write a short article (250 word count limit) that incorporates these findings. Include any additional primary and secondary sources used in the article.

*Note:*

Each pair will submit their Article Creation Handout to the teacher.

**LEARNERS NEEDING SUPPORT**

**LEARNERS READY FOR EXTENSIONS**

**NOTES FOR NEXT TIME**

## Short Lesson 6: Topic Research Student Handout (in-class activity)

**Instructions:** Research a topic of your choice in pairs and include one primary and secondary source. Explain how you identified that your sources are credible below.

**NAMES** \_\_\_\_\_

**DATE** \_\_\_\_\_

### Brainstorming notes:

**Topic:**

**Provide one primary source used:**

**Provide one secondary source used:**

**How did you identify that your sources came from a credible source?**

### Feedback from peers:

## Short Lesson 6: Article Creation Student Handout (Homework)

*Instructions: Adjust your topic findings from the feedback received by your peers. Write a short article (250 word count limit) that incorporates these findings. Include any additional primary and secondary sources used in your article below.*

**NAMES** \_\_\_\_\_

**DATE** \_\_\_\_\_

### Brainstorming notes:

**Topic:**

**Incorporated feedback from peers:**

**Additional primary sources used, if any:**

1.

2.

**Additional secondary sources used, if any:**

1.

2.

**How did you identify that your sources came from a credible source?**

**Article (250 word count limit):**

A large, empty rectangular area defined by a dotted teal border, intended for writing an article. The border is composed of small teal dots and has rounded corners.