**Lesson Plan**

**Title of Lesson:** Identify Reliable Internet Sources

**Curriculum Area & Grade:** 8th Grade Humanities

**Date of Lesson:** Wednesday, September 18th and Thursday, September 19th.

**CA Content Standards Addressed:** 2.3 Write Research Reports. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. Use a variety of primary and secondary sources and distinguish the nature and value of each.

**CA ELD Standards Addressed:** Identify and use detailed sentences to explain orally the differences among some categories of informational materials

**Objective:** After viewing the Prezi on Internet resources and analyzing the reliability of an Internet site, students will be able to identify reliable internet resources through evaluating the credibility of the site.

**Prediction of Likely Difficulties Students May Encounter with this Material:** Some vocabulary terms might be difficult for students to understand. Students may also have a hard time visualizing how the questions can be helpful.

**Instructional Strategies:**

1. Anticipatory Set (Intro)
	1. The teacher will introduce the subject by informing them about the importance of using reliable internet resources. The teacher will ask how comfortable students feel with finding reliable resources online to gauge how comfortable students are with the topic, before going to over the Prezi. (2 minutes)
2. Instruction (Through)
3. The teacher will go through the Prezi dealing with the five questions students should be asking when evaluating online sources. The teacher will spend a few minutes going over vocabulary that might be difficult to understand. The highlighted words are the words that might be hard for students to understand. (8 minutes)
4. Guided Practice (Through)
5. After going through the Prezi presentation, the teacher will pass out a hand-out that summarizes the questions that students should be asking when researching along with allowing the students to have something to refer back to during independent research. The entire class will then evaluate a website searching for credibility by using the questions on the Prezi. (5 minutes)
6. Independent Practice (Through)
7. The teacher will give students some time to discuss the credibility of the website in a think-pair-share, before being asked to share with the class their decision and why they decided. (5 minutes)
8. Closure (Summarize: Make Meaning of the Lesson)
9. After evaluating the website, students will know what they should be looking for when researching for their individual papers. They will also have an opportunity to revisit the questions by reviewing the handout given out. The teacher will ask students if they feel comfortable with the information learned by asking the class if they feel like they could teach another student.
10. Transfer ("Beyond" [Opportunities to apply the learning])
11. Students will be able to apply the information they learned by successfully finding internet resources for their individual papers.

**Student Activities:**

1. Anticipatory Set (Intro)
	1. Students will listen to the teacher giving directions and participate in answering the question on whether they feel comfortable/knowledgeable on finding internet resources.
2. Instruction (Through)
3. Student will go through the Prezi with the teacher, listening to the examples given and the questions they should be asking when researching on their own.
4. Guided Practice (Through)
5. As a class, students will put their knowledge to the test by evaluating a website given to them by the teacher. They will also be able to use the hand-out given to them as a guide when working independently. After analyzing the website, students will share their opinions with a partner on if they find the website creditable or not and explain why.
6. Independent Practice (Through)
7. After analyzing the website, students will share their opinions with a partner on if they find the website creditable or not and explain why with the entire class.
8. Closure (Summarize: Make Meaning of the Lesson)
9. Students have a hand-out to revisit when writing their own research papers and have gained the ability to find creditable resources to place in their papers.
10. Transfer ("Beyond" [Opportunities to Apply the Learning])
11. Students have an opportunity to write a reliable research paper with credible resources—all to turn in for evaluation.

**Info about ELS, Special Needs Students:**

There are some English learners in the class and reading the information on the Prezi might be difficult. Students with special needs might also have difficultly focusing on the questions, putting them into context or understanding why it is important to know.

**Differentiation for ELs, Special Needs Students:**

Vocabulary that might be difficult to understand is highlighted and will be explained as the lesson progresses. A hand-out will also be given out so students can have read the questions being discussed. Students will also be able to use the information when analyzing the website to identify why the information is relevant to them.

**Resources:**

* Prezi
* Hand-out
* Website