

<b>Grade Level, Collaborative Content Area</b>	<b>Grade Level:</b> 11 <sup>th</sup> Grade <b>Subject/Content Area:</b> English <b>Lesson Title:</b> Is it CRAAP? Finding Valid & Reliable Sources <b>Length:</b> 10:20-11:50 <b>Date:</b> April 2023 <b>Class:</b> Mrs. Gibson/ 2 <sup>nd</sup> Block Class <b>Collaborative Classroom Assignment:</b> English Research Essay
<b>Content SOLs /or Topic</b>	<b>Grade 11 English Standards of Learning</b>  Communication: Media Literacy SOL 11.2c The student will evaluate sources including websites and other media for relationships between intent, factual content, and opinion.  Research SOL 11.8d The student will critically evaluate quality, accuracy, and validity of information  <b>AASL Standards:</b>  VI.A.1. Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning. VI.A.2. Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media. VI.A.3. Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
<b>Library Objective</b>	<ul style="list-style-type: none"> <li>● The student will <b>evaluate</b> information sources using the CRAAP test to <b>determine</b> if the source is valid and reliable</li> <li>● The student will <b>discuss</b> the relevance of being able to access valid and reliable information.</li> <li>● The student will be able to <b>identify</b> the five steps to the CRAPP test.</li> </ul>
<b>Link to Background Knowledge</b>	<b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>● Students have been assigned a research project</li> <li>● Students have selected their research topics</li> <li>● Students must have the knowledge and the ability to use technology (i.e. computers)</li> <li>● Students must have some prior knowledge of the research and writing process</li> </ul>

<b>Hook or Introduction</b>	<ul style="list-style-type: none"> <li>● Students will gather in the media center with their student Chromebooks for this lesson.</li> <li>● Teacher Librarian will hook the students by telling them we're going to talk about CRAAP on the internet and why it's important when it comes to research.</li> <li>● Teacher Librarian will ask students if they find themselves questioning things they see or read online.</li> <li>● Trust or Do Not Trust Activity</li> <li>● Present Information Sources on the SmartTV, have students move to the side of the room (Trust or Do Not Trust) they think based on whether or not they think the source is valid and reliable</li> <li>● After each, discuss why they think it is or is not a valid and reliable source.</li> <li>● Options for Differentiation: Have students work in small groups or partners instead of whole group and use whiteboards or premade signs to identify sources as Trust/Do Not Trust</li> </ul>
<b>Engagement in Learning</b>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>● Bring students back to tables, ask the students the following question: <i>What are the characteristics you think you should look for to determine whether information is valid and reliable?</i> (Teacher librarian will list on chart paper or Google Doc) <i>Ask: Why should high students care about finding valid and reliable information?</i></li> <li>● <i>So What? How do we know it's CRAAP?</i> Teacher librarian will show students a Canva presentation about the CRAAP Test</li> <li>● Options for Differentiation: Copies of Presentation, Skeleton notes to fill in as teacher librarian discusses each slide, videos embedded within presentation for further clarification as needed</li> <li>● Teacher librarian will model throughout the slide presentation using an example information source and how to evaluate the <b>Currency, Relevance, Authority, Accuracy, and Purpose</b>. (I do) Students will actively complete a CRAAP test graphic organizer during the presentation of the example source with teacher guidance. (We do)</li> <li>● Provide students with another CRAAP graphic organizer handout and have each table group evaluate another information source using the CRAAP test method. Teacher librarian moves around the media center assessing for understanding and providing feedback as necessary.</li> <li>● Students will begin researching their topic for the given English assignment by the classroom teacher. They must use the CRAAP test to guide their website evaluations</li> </ul>

<b>Assessment</b>	<p><b>Informal Assessment:</b></p> <ul style="list-style-type: none"> <li>• Student responses to teacher librarian's questions</li> <li>• Feedback from students during presentation</li> <li>• Teacher librarian observation of students while working</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students will complete at least one CRAAP test using the graphic organizer on an information source of their choice pertaining to the topic for the English research assignment.</li> <li>• Using Post-it notes, each student will explain in 1-2 sentences the relevance of being able to access and valid and reliable information- "So why is this important to you as a student?" The Post-its will be displayed on chart paper.</li> <li>• An exit slip will be completed by each student identifying the words in the acronym C-R-A-A-P.</li> </ul>
<b>Next Steps/ Reflection</b>	<ul style="list-style-type: none"> <li>• Revisit the Post it notes (formative assessment) and reflect on student understanding</li> <li>• Reflect on student interaction and response during the presentation portion of the lesson (misconceptions, boredom, engagement, confusion, questions asked)</li> <li>• Review exit slips to ensure student understanding</li> <li>• Reteach if necessary, according to above reflections</li> <li>• Use the CRAAP method during future classes and share with other teachers</li> <li>• Collaborate with the classroom teacher at the completion of the lesson and again once the research assignment has been completed</li> <li>• Review students completed research papers to notice the use of valid and reliable sources</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Student Chromebooks with internet access</li> <li>• SmartTV, whiteboard, chart paper/Easel, markers</li> <li>• <a href="#">CRAAP test graphic organizer</a></li> <li>• <a href="#">Trust/Do Not Trust Posters and smaller premade signs</a> for differentiation as needed, post-it notes</li> <li>• Student whiteboards, markers</li> <li>• Pens/Pencils</li> </ul>