INTEGRATED LIBRARY INSTRUCTION LESSON #2

Lesson Template:

Grade Level, Collaborative Content Area	English 11 N.Bogan/S.Brunner April 6, 2022 5th block 10:05-10:50; lunch; 10:55-11:05 (55 minutes) The collaborative English teacher, Mrs. Brunner, requested that I provide instruction regarding research methods and library tools as this group of students has not been offered library orientation for two years, and they are beginning a research unit and approaching their End of Course Reading SOL. The Mrs. Brunner was particularly interested in assisting students with general internet research skills and accessing library databases as the Granby High School library is unable to host classes and assist with instruction at this time. Because most students do not have knowledge of how to access the library resources, such as databases, and because it is a valuable real world skill Mrs. Brunner was also keen to instruct students on how to evaluate information online, so that is the focus of our second lesson.
Content Objective	English Research SOL: 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. a) Use technology as a tool to research, organize, evaluate, and communicate information. d) Critically evaluate quality, accuracy, and validity of information. The students will evaluate an online source using the CRAAP method.
AASL Competency **Library Objective**	IV.Curate, B.3. Systematically questioning and assessing the validity and accuracy of information. Using an internet search engine, the students will find sources related to their research topics and evaluate those sources using the CRAAP method.
Link to Background Knowledge	Prior to this lesson, the content teacher has introduced the narrative nonfiction book, The Devil in the White City, begun instruction of the book through guided and independent reading, explained the connection of research to the upcoming Reading SOL, and explained the research product. In the previous collaborative lesson, the students explored topics and selected one to use for their research unit.
Hook or Introduction	Connect to previous lesson by reminding students of last lesson's objective (to explore), and have students share selected topics and brief explanation of

	why they selected that topic. Set objective for today's lesson: "To use a search engine to locate potential source and evaluate that source." (5 min)
Engagement in Learning (This should be enough detail so someone reading the plan could teach the lesson)	Instructional activities: **Activity 1**: *Whole Group Instruction* (25 min) Wakelet (https://wke.lt/w/s/QJo8nh) presentation explaining how internet search engines work, the need for evaluating information online, the CRAAP method, and a guided evaluation of a website that presents very biased information in a very professional appearance. **Activity 2:** *Individual Practice* (30 min) Students will look for sources using a search engine, such as Google. They will skim several sources and select one source to evaluate using the CRAAP checklist (https://southcentral.edu/webdocs/library/CRAAP%20Test%20Workshe et.pdf). **Closure:** (5 min) Review objectives and the importance of evaluating online information. Differentiation is met by allowing students to use online sources in multiple formats (text, video, podcast). They are also permitted to use any source regardless of Lexile. They also have extended time and may continue to search and evaluate sources during study hall or from home.
Assessment & Reflection	I will know if students have met the lesson objectives through informal assessments as I engage and question students while they search and evaluate, and if they submit the link to their source in the provided Google Form and submit their CRAAP evaluation. The responses to the CRAAP checklist will help me assess their understanding of how to evaluate information and accuracy with the method. **What might I consider changing?** Once again, the pace of this lesson should be changed. Many students had no previous instruction on how to evaluate information, so focusing on one or two criteria and providing deeper instruction on those criteria would have been more effective. **Reflection:** Although a high percentage of students self-assessed themselves as being able to distinguish valid information from questionable information, many students were unable to do this in class. This is a skill that will come with experience, and students seemed to get better at locating information that is inconsistently provided and placed in sources, such as dates, as they

	skimmed through possible sources. If I did this lesson again. It would be helpful to be more clear that the purpose of the lesson is the evaluation process and encourage more of a growth mindset. At this stage, it is about gaining experience, and if a student's chosen source turns out to be questionable, that is still a very valuable experience and successful learning. The students seemed really concerned with rating a source as "good."
Materials/Resources	Although this is an face-to-face lesson, most resources are electronic. I need a Wakelet presentation and Google Form accessible to students in Canvas. I will provide paper copies of the CRAAP checklist so that Mrs. Brunner can keep them on file for students as they will not be finishing the research product with me.