

# CREDIBLE OR NOT? HOW TO EVALUATE PRIMARY AND SECONDARY SOURCES



## Information Sheet for Informational or Explanatory Module

Module title:	Credible or Not? How to Evaluate Primary & Secondary Sources
Module description (overview):	With the new standards, students are asked to conduct research. The first place they go when examining a topic is the internet. Students have no idea what makes a source credible, nor do they have any idea of the differences in evaluating different types of media, or different sources (primary and secondary.)
Template task (include number, type, level):	I4, Informational, L2 (Insert question.) After reading _____(literature or information texts), write a/an (essay, report, or substitute) in which you describe (content). Support your discussion with evidence from the text(s).
Teaching task:	Are internet sources reliable? After reading selected works from the Library of Congress, the Smithsonian, etc., write a blog posting in which you describe how to evaluate sources. Support your discussion with evidence from the text(s).
Grade(s)/Level:	6
Discipline: (e.g., ELA, science, history, other?)	ELA
Course:	Sixth Grade Reading
Author(s):	Sabrina Back

Contact  
information:

[sabrina.back@morgan.kyschools.us](mailto:sabrina.back@morgan.kyschools.us)

## Section 1: What Task?

### TEACHING TASK

Teaching task:	Are internet sources reliable? After reading selected works from the Library of Congress, the Smithsonian, etc., write a blog posting in which you describe how to evaluate sources. Support your discussion with evidence from the text(s).
Reading texts:	<p>1) Brainpop entitled Research &amp; Brainpop entitled Internet Searches</p> <p>2) <a href="http://www.historyonthenet.com/Lessons/sources/sourcesexplain.htm">http://www.historyonthenet.com/Lessons/sources/sourcesexplain.htm</a> This site has an interactive lesson about sources.</p> <p>3) <a href="http://zapatopi.net/treeoctopus/">http://zapatopi.net/treeoctopus/</a> Fake site about the "tree octopus" and how you can help save it</p> <p>4) Independent work ---"Secondary Sources" <a href="http://www.archives.alabama.gov/activity/secondary_sources.pdf">http://www.archives.alabama.gov/activity/secondary_sources.pdf</a></p> <p>5) Teachers guide for guided practice with analyzing a primary source <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></p> <p>6) Primary Sources <a href="http://www.archives.gov/education/lessons/worksheets/">http://www.archives.gov/education/lessons/worksheets/</a> Individual Student Worksheets</p> <p>6) (6B) --- Use with Independent Practice for Primary Sources: Link to Primary Source documents about Kentucky from the Library of Congress <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/states/kentucky/index.html">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/states/kentucky/index.html</a></p> <p>7) Group Activity: <a href="http://www.smithsonianeducation.org/educators/lesson_plans/wright/essay.html">http://www.smithsonianeducation.org/educators/lesson_plans/wright/essay.html</a> Comparing Primary and Secondary Sources about Wright Brothers to note discrepancies in the account.</p> <p>8) <a href="http://www.crlsresearchguide.org/00_basic_steps.asp">http://www.crlsresearchguide.org/00_basic_steps.asp</a> Step by step guide to doing the research paper</p> <p>9) History's Mysteries <a href="http://www.webenglishteacher.com/msb/mysteries/intro.html">http://www.webenglishteacher.com/msb/mysteries/intro.html</a></p>
Background to share with students:	Not everything you find on the internet is true. Shocked? I thought so. To conduct effective research, there are a few guidelines you should know to help you evaluate the quality of information you find. We will look at and discuss some online sources, evaluating them for their credibility. After our group work, you will conduct an individual research project on a topic of your choice. The focus for this research project is to talk about your process for evaluating the sources you find, not completing an actual research paper.
Extension (optional):	

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	
NUMBER	CONTENT STANDARDS

COMMON CORE STATE STANDARDS

<b>READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY</b>	
<b>“Built In” Reading Standards</b>	<b>“When Appropriate” Reading</b>
1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
6- Assess how point of view or purpose shapes the content and style of a text.	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10- Read and comprehend complex literary and informational texts independently and proficiently.	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY</b>	
<b>“Built In” Writing Standards</b>	<b>“When Appropriate” Writing Standards</b>
2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SCORING RUBRIC FOR INFORMATIONAL OR EXPLANATORY TEMPLATE TASKS

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.	
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.	
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.	
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.	
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	

## Section 2: What Skills?

SKILL	DEFINITION
<b>SKILLS CLUSTER 1: CONNECTING TO THE TOPIC</b>	
Topic Engagement	<i>Ability to connect past experiences, knowledge, skills, and concerns about the topic to new ideas presented.</i>
Note-Taking	<i>Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</i>
<b>SKILLS CLUSTER 2: EVALUATING MULTIPLE AND VARIED SOURCES</b>	
Self-Evaluation	<i>Ability to gauge one's current level of understanding about a given topic in preparation to acquire new knowledge about the topic.</i>
Source Evaluation	<i>Ability to analyze text of differing mediums to determine its credibility.</i>
<b>SKILLS CLUSTER 3: CONNECTING TO THE WRITING TASK</b>	
Organizing Notes	<i>Ability to prioritize and narrow notes and other information.</i>
Bridging Conversation	<i>Ability to transition from reading or researching phase to the writing phase.</i>
<b>SKILLS CLUSTER 4: THE WRITING PROCESS</b>	
Task Analysis	<i>Ability to understand and explain the task's prompt and rubric.</i>
Initiation of Task	<i>Ability to establish a thesis and consolidate information relevant to the task.</i>
Planning	<i>Ability to develop a line of thought and text structure appropriate to an informational task.</i>
Development	<i>Ability to construct an initial draft with an emerging line of thought and structure.</i>
Revision & editing	<i>Ability to apply revision strategies to refine development of thesis, including relevant and substantial support and text-based evidence.</i>

### Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT ...)	INSTRUCTIONAL STRATEGIES
<b>SKILLS CLUSTER I: CONNECTING TO THE TOPIC</b>				
<b>ONE CLASS PERIOD</b>	<p><b>Topic Engagement:</b> Ability to connect past experiences, knowledge, skills, and concerns about the topic to new ideas presented.</p>	<p><b>Think, Write, Pair, Share:</b> When you look at something online, how do you know it is true? What do you look for? Have you ever been fooled into thinking something is true, only to find out later that it was a hoax? How can you verify its credibility? What are some ways to check?</p> <p><b>Examining Website:</b> Let’s look at this website together. We are going to continue our TWPS. Does the website look authentic? Is it legitimate? How do you know?</p>	No Scoring	<p>1) Ask students to brainstorm individually, recording their responses in journals before pair share occurs. Students journal as teacher reads questions one at a time. Questions are also posted.</p> <p>2) Share insights in whole group setting.</p> <p>3) Repeat process with website examination.</p>
<b>ONE CLASS PERIOD</b>	<p><b>Note-Taking:</b> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p><b>Pair Share:</b> Discuss our activities from yesterday. What did you learn?</p> <p><b>Whole Class Brainstorm:</b> Does the way we examine a source for credibility differ, depending on what type of text it is? (Primary Source, Secondary Source, website vs. print, video, vs. picture, etc).</p> <p><b>List Generation:</b> As an exit slip, list 5 ways you examine different types of text to determine its credibility.</p>	Scoring for exit slip only to determine if student has misconceptions. Teacher notes misconceptions to address in class tomorrow.	<p>1) Elicit student responses during pair share. This is a brief activity, just for review of yesterday’s activities.</p> <p>2) Teacher can list during brainstorm or can ask a student volunteer to list on the board. Alternatively, students can use SimpleMinds app to do a graphic organizer.</p> <p>3) Exit slip is to prepare students for teacher led activity tomorrow, asking them to examine various types of media.</p>
<b>SKILLS CLUSTER II: EVALUATING MULTIPLE AND VARIED SOURCES</b>				



ONE CLASS PERIOD	Self-Evaluation <i>Ability to gauge one's current level of understanding about a given topic in preparation to acquire new knowledge about the topic.</i>	Graphic Organizer <i>We are going to use all the information we have so far in our journals to help us complete a graphic organizer about how to examine and analyze the credibility of different types of text. As we examine photos, videos, and other primary and secondary source documents, complete your graphic organizer.</i>	Graphic organizer has at least two items under each category.	Teacher-led discussion using items from the Library of Congress. See sources listed.
THREE CLASS PERIODS	Source Evaluation <i>Ability to analyze text of differing mediums to determine its credibility</i>	GROUP ACTIVITY <i>For the next few days, we will work in small groups to examine printed and online texts. You will have use your graphic organizer and the worksheets I give you to help you examine the texts.</i>	Completed worksheets supplied by LOC.	Students are placed in groups of three. Each group receives a packet of worksheets. One student uses graphic organizer to voice questions about type of image, one student uses teacher-driven question, one student records on worksheet. The roles change with each text sourced, so that individual accountability for all roles is insured.
TWO CLASS PERIODS	Source Evaluation <i>Ability to analyze text of differing mediums to determine its credibility</i>	INDIVIDUAL ACTIVITY <i>Today you will be examining various sources I supply about the flight of the Wright Brothers. This is an individual activity, and I want you to examine each document as we go through the process, and jot notes on your T-Chart about what makes the document reliable, and what makes you question it.</i>	Completion of T-Chart	Teacher directs students through each document, providing time for students to read and record responses to each text.
<b>SKILLS CLUSTER III: CONNECTING TO THE WRITING TASK</b>				
ONE CLASS PERIOD	Organizing Notes: <i>Ability to prioritize and narrow notes and other information.</i>	Webquest: <i>Today you will chose a research topic online from a wequest. You will use the same process we have used for the past few days to evaluate the various sources supplied about your topic. As you access the various types of information, you will rank the sources in terms of their credibility.</i>	Completion of ranking sheet supplied by teacher.	Students chose research topic. Teacher circulates during activity, facilitating completion of task.

ONE CLASS PERIOD	<p><b>Bridging Conversation:</b> Ability to transition from reading or researching phase to the writing phase.</p>	<p><b>Quick Write</b> Today we are going to finish any remaining activities before thinking critically about what we have learned about the research process. What insights have we gained that we can share with others?</p>	No scoring	<p><i>Teacher directs journal activity by prompting students:</i></p> <p><i>What did we learn from the tree octopus website?</i></p> <p><i>What did we learn from examining photographs? Websites? Videos?</i></p> <p><i>How do primary sources differ from secondary sources in terms of credibility?</i></p> <p><i>What about the Wright Brothers activity? What new insights did you gain about research from that?</i></p> <p><i>During the Webquest, did you discover anything new that will help you when you complete independent research projects in future?</i></p> <p><i>Overall advice for others...look fors?</i></p>
<b>SKILLS CLUSTER IV: THE WRITING PROCESS</b>				
HALF A CLASS PERIOD	<p><b>Task Analysis:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>Highlighting:</b> We are going to prepare to write a blog posting about our experience. We will use highlighters to examine the prompt and the scoring guide, marking important information.</p>	No scoring	<p><i>Teacher provides each student with a copy of the prompt and rubric. Each student highlights important information, as teacher questions and directs the activity.</i></p>
HALF A CLASS PERIOD	<p><b>Initiation of Task:</b> Ability to establish a thesis and consolidate information relevant to the task.</p>	<p><b>Blog Examination:</b> We are going to look at a few short blogs to note the author's structure. I want you to be thinking about how you can use a blog structure to report your experiences with learning about how to conduct research.</p>	No scoring	<p><i>Teacher directs students attention to various features of blogs displayed on SmartBoard.</i></p>
ONE CLASS PERIOD	<p><b>Planning:</b> Ability to develop a line of thought and text structure appropriate to an informational task.</p>	<p><b>Completion of Prewriting Organizer:</b> Today we are going to plan what components we want in our blog posting by completing a prewriting organizer.</p>	Completion of prewriting organizer with all required elements.	<p><i>Teacher conducts the activity by discussing, circulating, think aloud, etc.</i></p>

ONE CLASS PERIOD	<p><b>Development:</b> Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>Rough Draft:</b> Today we will use our prewriting to begin drafting our blog post. Please remember to use evidence from the texts we have examined. It is also a good idea to specifically reference some of the activities we have done.</p>	<p><i>Completed rough draft with a thesis, points, and relevant support.</i></p>	<p><i>Teacher circulates during drafting process, assisting individual students as needed.</i></p>
ONE CLASS PERIOD	<p><b>Revision and Editing:</b> Ability to apply revision strategies to refine development of thesis, including relevant and substantial support and text-based evidence.</p>	<p><b>Draft Revision:</b> We are going to continue the writing process today with our blog posting. We will reexamine the task and rubric to see how well our rough drafts fit the required elements. Give your draft a preliminary score, then use this class period to make your writing better. Be sure to use a colored pencil for revisions. After you have done this, you may conference with a peer partner to receive feedback. Peer partners should use post-it notes for revision suggestions, or record suggestions on iTalk.</p>	<p><i>Revision &amp; Feedback elements are evidenced: draft has revisions and edits made in colored pencil. As time allows, peer feedback is provided on post-it or by iTalk (iTalk/recorder is used for accommodations).</i></p>	<p><i>Teacher facilitates activity working with individual students.</i></p>
Two Class Periods	<p><b>Publishing</b></p>	<p><b>Online Publishing:</b> Today we will publish our blogs to our Edmodo site. Prior to computer work, your draft must have evidence of your revision, as well as peer feedback.</p>	<p><i>Published draft on Edmodo</i></p>	<p><i>Teacher facilitates activity, concentrating attention on students who have not finished the final stages of the writing process, revision and editing.</i></p>

MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
<p>Poster from Teaching History (enlarge and display in your room)  <a href="http://teachinghistory.org/files/ht-poster.pdf">http://teachinghistory.org/files/ht-poster.pdf</a></p> <p>1) Brainpop entitled Research &amp; Brainpop entitled Internet Searches            2) <a href="http://www.historyonthenet.com/Lessons/sources/sourcesexplain.htm">http://www.historyonthenet.com/Lessons/sources/sourcesexplain.htm</a>            This site has an interactive lesson about sources.</p>	

- 3) <http://zapatopi.net/treeoctopus/> Fake site about the "tree octopus" and how you can help save it
- 4) Independent work ---"Secondary Sources"  
[http://www.archives.alabama.gov/activity/secondary\\_sources.pdf](http://www.archives.alabama.gov/activity/secondary_sources.pdf)
- 5) Teachers guide for guided practice with analyzing a primary source  
<http://www.loc.gov/teachers/usingprimarysources/guides.html>
- 6) Primary Sources  
<http://www.archives.gov/education/lessons/worksheets/>  
Individual Student Worksheets
- 6) B---  
Use with Independent Practice for Primary Sources:  
Link to Primary Source documents about Kentucky from the Library of Congress  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/states/kentucky/index.html>
- 7) Group Activity:  
[http://www.smithsonianeducation.org/educators/lesson\\_plans/wright/essay.html](http://www.smithsonianeducation.org/educators/lesson_plans/wright/essay.html)  
Comparing Primary and Secondary Sources about Wright Brothers to note discrepancies in the account.
- 8) [http://www.crlsresearchguide.org/00\\_basic\\_steps.asp](http://www.crlsresearchguide.org/00_basic_steps.asp)  
Step by step guide to doing the research paper
- 9) History's Mysteries  
<http://www.webenglishteacher.com/msb/mysteries/intro.html>

## Section 4: What Results?

### STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level.]

### CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Classroom assessment task	
Background to share with students (optional):	
Reading texts:	

### INFORMATIONAL OR EXPLANATORY CLASSROOM ASSESSMENT RUBRIC

[As of August 2011, this rubric is under construction]

## Teacher Work Section

Here are added thoughts about teaching this module.

## Appendix

The attached materials support teaching this module.