

Lesson Plan

Grade level(s): 11

Topic: Evaluating World Wide Web Resources

Objective(s):

1. Students will determine whether a website is “research quality” based upon the definitions/rubric.
2. Students will locate 3 websites on their topic and evaluate each based on the rubric. For each website students will write a statement why that website would or would not be useful in research.

Big6 Skills: 2. Information Seeking Strategies
6. Evaluation

Materials Required: 1. Hand out: “Evaluating World Wide Web Resources” [LiLI-D training material from year?]
2. Access to Computer lab

Time Required: 30-40 minutes

Description of activities:

1. Hand out Evaluating World Wide Web Resources. Ask students to read worksheet and number each attribute by importance to research with 1 being the most important.
2. Survey class to determine which attributes are the most important in doing research. This will determine the rubric [“WWW Rubric for Research Quality”] by which students will evaluate websites for this assignment and for their research project. [The teacher or a student could record this into a chart on the S drive so all students could access later. Or the document could be printed in the lab and handed out to students.]
3. Each student will open a word document, complete the heading, add title: “Evaluating World Wide Web Resources,” and write the research topic that the student will search. [Topics were chosen in English class.]
4. Students will log into the computer and use Google to search for their topic.
5. Students will copy and paste the website from the top box for results onto their word document.
6. Students will then pick three websites for evaluation based only by the description on the results list. Copy and paste the description onto the word document.
7. Students will open each website and evaluate it using the “WWW Rubric for Research Quality.” Write a statement why that website would or would not be useful in research based on the rubric.

8. Conclusion: Write a short statement on what strategies you can use to find quality websites. [Hints: Did the rubric help you to evaluate the websites or not. Why?]
9. Students will save their document into the U drive and print one copy to turn in to the Librarian for scoring. Grade will be recorded by the English Teacher for the Research Unit.
10. Discuss results. Possible questions:
 - a. Why is there a box at the top of the Google search results with websites?
 - b. Are those listed in the box also listed below?
 - c. How many of you went to the next page(s) to locate one of your 3 websites?
 - d. Did the brief description give you enough information?
 - e. How many of the 3 websites you chose from the description were research quality according the class rubric?
 - f. Is a www search always the best choice for research?

Assessment: Students will submit the word document to the Librarian for scoring. English Teacher will record the score as part of the Research Unit.

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