

GOOGLE SEARCH LESSON PLAN: Using Google Search “Tips” to research BIOETHICAL ISSUES

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- **Overview:** (General English 3, Researching Bioethic Websites, Juniors) My junior class reads the Novel “Unwind”. Approximately halfway through the book the students are assigned a modified five-paragraph explanatory/argumentative essay on a bioethics issue of their choosing. Students are be required to explore their own ideas about an issue, make a claim, and eventually support their claim. Before the students begin writing they will have had many lessons focusing on building background knowledge about Bioethics. Using **Google Search Engine**, in class together, I will project a list of possible topics and show the students how to read a brief overview of a few of the bioethical issues. Essays always begin with the research. Therefore, this lesson is designed to expose the students to a variety of Google Search research skills. My main objective is for the students to understand that the process of searching the Web efficiently is more important than choosing the first website they find.
- **Materials:** The initial lesson will take place in the classroom. The teacher will need a classroom computer, hooked to the internet, and attached to a projector. After the initial introduction to the lesson the class must be scheduled to work in a writing lab for several days. Hopefully, all students will have accounts to Google Drive. If student’s parents sign an opt out form they will can use Microsoft Word. The writing lab must also have internet access and a projector. A Google Form Questionnaire will be filled out after the students finish analyzing a Website. A [KWL Chart](#) will also be used in the lesson.

Instructions:

Day 1

STEP 1- Pair the students and have the partners brainstorm the difficulties of searching for information on the web- as it relates to academic endeavors. They should think about the following terms as they brainstorm: reliability, validity, credibility. Students will write their answers on sticky notes and place them on poster board in front of the classroom. Class discussion will follow.

STEP 2- Next, the same partners will fill out a the K and W of a KWL chart with the topic being about the techniques, or tricks that assist them in the search process; as well as identifying sites that are legitimate. Class discussion will follow.

Day 2:

STEP 3- Research Skill “TIPS” Presentation

Search/Research “ TIPS” Presentation

STEP 4- The students will find one site about their topic. Then they will fill out the Google Form Questionnaire.

Resources:

- [Bioethic](#)
- [Teaching Students Credibility-online](#)
- [Evaluating Web-site Checklist](#)
- [Google Search Filter by Reading Level](#)

Rubric: [Google Search Questionnaire](#)

Standards: <http://www.corestandards.org/ELA-Literacy/W/11-12/>

Research to Build Knowledge

7.)Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.

8.)Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.

9.)Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

Common Core ELA Standards p. 10 and p.41

CCSS.ELA-LITERACY.W.11-12.1.A

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

