

Arnott Google Search Lesson

Objectives: This lesson is geared toward students in 8th grade Replacement English class.

Upon completion of this lesson students will be able to:

- conduct an internet search for information relating to healthy dating relationships
- discriminate between sources for reliable information

Anticipated time: 3 class periods

Materials:

- computers with internet access
- 4 index cards for each students

Procedures:

1. Review Google Search procedures with students. Specific skills to review:
 - Finding credible sources
 - **Authority.** Who says? Know the author.
 - Who created this information and why?
 - Do you recognize this author or their work?
 - What knowledge or skills do they have in the area?
 - Is he or she stating fact or opinion?
 - What else has this author written?
 - Does the author acknowledge other viewpoints and theories?
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 - **Objectivity.** Is the information biased? Think about perspective.
 - Is the information objective or subjective?
 - Is it full of fact or opinion?
 - Does it reflect bias? How?
 - How does the sponsorship impact the perspective of the information?
 - Are a balance of perspectives represented?
 - Could the information be meant as humorous, a parody, or satire?
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 - **Authenticity.** Is the information authentic? Know the source.
 - Where does the information originate?
 - Is the information from an established organization?
 - Has the information been reviewed by others to insure accuracy?
 - Is this a primary source or secondary source of information?
 - Are original sources clear and documented?

- Is a bibliography provided citing the sources used?
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- **Reliability.** Is this information accurate? Consider the origin of the information.
 - Are the sources truth worthy? How do you know?
 - Who is sponsoring this publication?
 - Does the information come from a school, business, or company site?
 - What's the purpose of the information resource: to inform, instruct, persuade, sell? Does this matter?
 - What's their motive?
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- **Timeliness.** Is the information current? Consider the currency and timeliness of the information.
 - Does the page provide information about timeliness such as specific dates of information?
 - Does currency of information matter with your particular topic?
 - How current are the sources or links?
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- **Relevance.** Is the information helpful? Think about whether you need this information.
 - Does the information contain the breadth and depth needed?
 - Is the information written in a form that is useable (i.e. reading level, technical level)?
 - Is the information in a form that is useful such as words, pictures, charts, sounds, or video?
 - Do the facts contribute something new or add to your knowledge of the subject?
 - Will this information be useful to your project?
 - Notes taken from Johnson, Larry and Annette Lamb. Evaluating Internet Resources, Teacher Tap,
 - i. [Video](#) - Evaluating Websites GCSC Library (2 min)
 - ii. [Links](#) - Evaluating Internet Resources, Teacher Tap - this site has links to several sites that can be compared for good content vs trash content, as well as other ideas for teaching reliable resources
- Search Terms
 - i. The words you enter dramatically impact the information you get
 - ii. [Google Lesson Plan](#) - This is a complete lesson plan for teaching search terms. It contains links to a video and a slide presentation regarding choosing search terms (Google Search Education, Beginner 1: Picking the Right Search Terms)

- Understanding the results page
 - i. Google search has many tools on the results page that are often ignored or not understood. These tools can be very useful and provide great information and source identification.
 - ii. [Google Lesson Plan](#) - This is a complete lesson for teaching the results page. (Google Search Education, Beginner 1: Understanding Search Results)
- 2. After demonstrating and reviewing the search skills students will log in and begin their searches.
- 3. Students will identify on index cards 3 sources for reliable information relating to healthy dating relationships for teens. The index card needs to include
 - Title of Website
 - Title of Page
 - Author
 - URL
 - What type of information is found?
 - Who is the intended audience?
- 4. Students will identify of index cards 1 local source for help or assistance for someone in an abusive relationship. The index card needs to include
 - Title of Agency
 - Phone Number
 - What kind of help do they offer?

Rubric:

	4	3	2	1
Search terms	<p>Student demonstrates selecting appropriate search terms.</p> <p>Student refines search terms until relevant information is returned.</p>	<p>Student demonstrates some discrimination in selecting search terms.</p> <p>Student tries multiple searches.</p>	<p>Student uses whole sentences when searching.</p> <p>Student may try two searches but settles quickly for returned search regardless of relevance.</p>	<p>Student needs help to pick search terms.</p> <p>Student only tries one set of search terms.</p>
Relevance	Students can independently identify the	Students can identify most of the components	Students can identify 2 components of a reliable source.	Students can identify at least one component

	components of a reliable source. Students select reliable resources for research project.	of a reliable source. Student select reliable resources for research project.	Students have some quality sources but have 1 that may not meet the requirements.	of a quality resource. Students use Wikipedia or other unreliable resources.
Healthy Relationship Sources	4 cards with all information complete	4 cards, may be missing 1 or 2 pieces of information	3 cards, mostly complete	2 or fewer cards or cards with significant missing information

Standards

- CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.CCRA.W.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.



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