Essential Unit Guiding Question:

## How do I evaluate the credibility of sources and determine which ones to use for a specific task?

Beginner and Intermediate Lesson 5A:

## What do I need to consider about the sources that I use?

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**LESSON OVERVIEW:** In this lesson, teachers first lead students in a discussion around the guiding question: *What kinds of sources should you use?* Next, teachers help students to understand that no matter their task – be it informational report writing or argument – their information should be fact-based and the sources reliable. To do so, teachers conduct an activity around a fictitious site to highlight the importance of using unbiased, reliable, and accurate information. There are opportunities within this lesson for both the Beginner and Intermediate levels, so choose the appropriate links and activities to meet the needs of your students' expertise levels and reading readiness.

Take a 30-second survey to let us know how useful this lessons is!

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**COMMON CORE STANDARDS:**

- *K-12 College and Career Readiness (CCR) Anchor Standards for **Writing 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. (Grade specific: W.6.8, W.7.8, W.8.8, W.9-10.8, W.11-12.8)

  *Grade Specific Reading Standards for Informational Text*
  - **RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
  - **RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- *K-12 College and Career Readiness (CCR) Anchor Standards for **Writing 1**:* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient **evidence.**

  *Grade Specific Standards for Writing*
  - **W.6.1b.** Support claim(s) with clear reasons and relevant evidence, using **credible sources** and demonstrating an understanding of the topic or text.
  - **W.7.1b and W.8.1b.** Support claim(s) with logical reasoning and relevant evidence, using **accurate, credible sources** and demonstrating an understanding of the topic or text.
- *K-12 College and Career Readiness (CCR) Anchor Standards for **Writing 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.**

**RESOURCES/MATERIALS:**

- Class-generated list of sources (from Beginner Lesson #4)

● "Source Information" (provided, and linked to in Presentation for Lesson 5)

**ESTIMATED TIMING:**

● approximately one 50-minute lesson

**NOTE TO TEACHER:** Throughout this lesson, there are opportunities to click links for search results if you have live Internet access. These links are expressed within most query brackets (e.g., [constitution]). If you do not have Internet access in your classroom, click the links for slides (e.g., Slide 7) prior to class and print out screen shots to show on a document camera to your students, on an overhead, or through hard copies. In some lesson points, there are slides only as an instructional tool. Also please note that the actual square brackets around each query should not be typed into Google. They represent what words and phrases should be actually typed into the search box.

**LESSON DETAILS:**

1. **Set the stage.** If you are coming to this lesson from either Beginner or Intermediate Lesson #4, students have been learning the types of sources that may hold different kinds of evidence. Now they will start learning to judge the credibility of a given source. Their level of sophistication for dealing with issues of credibility may vary, so interact with this material as is appropriate for your particular set of students.
2. **Pose prompt to students.** Use the Think-Pair-Share strategy in which students think about an answer to this question, partner with another to discuss, and then share out with the whole class: *What kinds of sources should you use when completing an assignment [or working on a project]?* Make a list of student responses on an easel or whiteboard for students to see. Or you might merely review the list of sources generated from Lesson #4. Make the point, if students have not, that knowing the task helps them determine which kinds of sources to access and use.

   If students are coming from the Beginner Lessons, they should be able to talk about different media (e.g., images, videos, books, web pages, news articles) and different types of primary sources, as well (e.g., letters, journals, maps).

   If students are coming from Intermediate Lessons, they should additionally be able to name formats of web pages, such as blogs, wikis, and reference sites.

3. **Introduce notion of credible sources.**
   - As a class, review the list of responses (or revisit the list from Foundation Lesson #4). Ask the question: *"Besides knowing what your task is, what is critical about each of these sources if you are going to use them to support a claim or provide information about a topic?"* To help them contribute these kinds of entries—*reliable, credible, trusted, accurate, unbiased, balanced*—conduct an activity and introduce it by saying: *"You have generated an impressive list of what you look for when deciding what sources to use. I am going to read you two different excerpts from sites. After you listen, be prepared to answer our question again*."
   - Feature "Source Information" on a document camera, handout, or show Slide 2-3. Read each of the two examples one at a time and pause to discuss students' impressions by revisiting the question: *"Besides knowing what your task is, what is critical about using sources to support a claim or provide information about a topic? Or: What do I need to consider about the sources that I use for my task?"* Your goal is for students to see that sources should be reliable, credible, trusted, accurate, unbiased, balanced. If needed, create a list of these terms along with definitions.
4. **Use your instincts.**
   - Explain that sometimes content seems so amazing that it makes a reader wonder if it's true or not. Ask students which of the examples – A or B – seems too good to be true. (Answer: A) Tell them to beware

of this type of writing as it can indicate unreliability and inaccuracy. They should ask themselves these questions to help determine if the writing might be largely untrue: *Does this information seem unbelievable? Does it make sense to you or others? Does what you read conflict with something you already know to be true? Does the writing seem like hyperbole where something is grossly exaggerated? Is there a way to check this information out so you know whether it is true or not?*

- Ask students what they might do when they encounter such dubious material. By ***comparing multiple sources*** as a search strategy, they can get a sense of the quality of the information. If there is inconsistency among sources, this far-fetched claim may be too good to be true.
    - **Extension:** Review old advertisements which are oftentimes riddled with false claims. Invite volunteers to review a website like this one http://www.oldnewsads.com/ from OldNewsAds.Com that include multiple examples. Students can peruse the website and find a few ads to share with the class – some that appear real and others that are clearly unbelievable. They can share these selections with the class and lead a discussion about which ones appear true and which are far-fetched. You might introduce (or review) the term ***hyperbole*** and discuss how advertisers used this to sell products. Today there are laws to protect people from false advertising.
- In Example B, it may not sound too good to be true, but it still makes the reader feel skeptical. Encourage students to use the same strategy of corroborating or verifying the information using other sources to help determine if the facts or assertions are true or not. **Optional:** Have students search the Internet for other stories on the two topics in "Source Information" to validate the accuracy. As with most web searching, educators working with younger students may want to consider using a Custom Search Engine, asking students to search among a pre-selected series of sites.

5. **State guiding question to articulate purpose for future work.**
    - Explain to students that in the upcoming series of lessons, they will be addressing the overarching guiding question: *How do I identify credible sources for an information or research project?* Tell students there are many factors to consider — some that were illustrated in this lesson—and you will help them to determine the best sources to use for their projects.

**ASSESSMENTS:**

- Participation in discussion
- Class discussion leader (extension)

# SOURCE INFORMATION

***Example A:***

In this article, I will explain how people can get taller. There are many short people who have been told by their doctors that they have completed their growth spurt years and that they no longer will continue to achieve additional height. These doctors certainly have misinformed their patients, and as a result have discouraged them. Instead, they should tell them that if patients were to hang upside down for 10 minutes every 4 hours, they will stretch their spinal columns. If these short people follow this routine for one full month, they can increase their height two full inches and stand shoulder to shoulder with peers their age. The medical research about spinal stretching spans many decades and have been attributed to the success of many basketball players who sought to increase their height beginning in their middle school years.

***Example B:***

All football players are angry, vicious people who use the football field to express their anxiety. It has been reported that this sport draws males who are inherently distressed individuals who seek this activity as a means to blow off steam. The following was reported in the magazine *Sports and Mental Health,* "Everyone who plays this sport, even from a young age, has issues relating to anger management. This has been a pervasive problem that management of national teams must address head on." Unless football coaches and officials take this issue seriously and recruit players who are more emotionally stable, our society might incur problems. For example, some players visit bars and begin fights with patrons. Others engage in violent activities like dog fighting and breeding pit bulls.

Essential Unit Guiding Question:

## How do I evaluate the credibility of sources and determine which ones to use for a specific task?

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Beginner Lesson 5B:

## How do I decide which sources to use for an assignment?

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**LESSON OVERVIEW:** In this activity, students address the overarching unit guiding question – *How do I identify credible sources?* – by first zeroing in on the author of information, specifically: who wrote the information, the date it was written, and if the information can be verified. Students either go on a scavenger hunt or play a game using a targeted site and answers questions pertaining to the authorship or information. They then use what they find to make an evaluation about credible sources.

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- *K-12 College and Career Readiness (CCR) Anchor Standards for **Writing 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.**

**RESOURCES/MATERIALS:**

- Internet access, one computer for each group
- Teacher pre-selected website links differentiated by interest and readability level
- "Scavenger Hunt Record Sheet" (provided)
- "Source Sleuth Game" (provided)
- Game pieces and number cards (teacher provided)

- "How do I identify credible sources?" (provided)

**ESTIMATED TIMING:**

- This lesson will take approximately one to two 50-minute periods.

**LESSON DETAILS:**

1. **Bridge to previous learning.** Remind students that in the previous activity, they identified that knowing the task and finding credible sources are important when gathering information. Tell them in this and other lessons, they will have some tools to help them identify credible sources.
2. **Identify the focus for the scavenger hunt or play game.**
   - Explain that identifying the author can help determine the credibility and truthfulness of your source. Ask students what questions they would want to know about an author. Possible answers: *Who wrote this information? When did s/he write it? Is this person reliable?*
   - Tell students they will either go on a Scavenger Hunt or play a game (TEACHER: choose which activity) so they can delve into the kinds of questions they just generated about the author of an information source. Explain that not all of the information they seek will be available for every source. This activity is intended to show them the kinds of information they might see to get a sense of credibility.
   - Make these points to students or use them for your own edification when teaching:
     - Recognizing credibility is not cut and dry. With web sources it is hard to determine credibility, but considering the questions posed in this activity will help.
     - Information sources that are missing answers to some of the questions posed does not necessarily mean that they are entirely unreliable. Therefore, use the questions subjectively to determine credibility. **These questions are not a checklist. It is designed to be an opportunity for students to practice locating, identifying, and processing this kind of information.**
     - Other factors of credibility include when an article was written and if the source can be verified. For certain topics, how old the information is can impact its reliability and accuracy. Examples of information where date is important can include presidential elections, Olympic Games, latest scientific findings, or current events. Where the date might not be so important is when researching about a historic event like what is in King Tut's tomb or the Trail of Tears, or information about a person from the past like Helen Keller, Albert Einstein, or Julius Cesar. The caveat is when these events or people become a current event because of a new finding. Ask students to volunteer their own examples of when date is important or not so important when researching sources.
3. **Option #1: Conduct scavenger hunt.**
   - Group students homogeneously by reading level or by sets of students who are able to push each other to think more deeply. Invite groups to select a topic of interest from a list that you prepare prior to this activity. Issue a website address to each group based on their topic of interest and readability level. Instruct them to complete the "Scavenger Hunt Record Sheet" based on their assigned site.
     - **Differentiation:** When preparing the list of sites, consider interest so that you have links for various interest-based sites. Additionally, within these interest areas, select several sites that span readability levels so that if more than one group chooses the same interest topic, you can assign website links that are appropriately challenging to each group. For students at the Intermediate Level, consider leveling sites by how difficult they are to find valid information to help with assessment (e.g., a site authored by an authority who only uses a Twitter handle instead of their name). Interest ideas can include sports, animals, art, or music. Please do not pick hoax sites, as it is difficult to transfer these skills from fictional topics to information on topics students will actually encounter in life. For groups needing additional support, work with them on an individual basis to get started on this assignment.
   - **OPTION:** Students ultimately use their own research as a basis for evaluating its credibility. At the end

of this exercise, they will do just that; however, you might elect for students to have already conducted research prior to beginning this lesson. Then, instead of the scavenger hunt using pre-selected websites, they can use their own sources.

4. **Option #2: Play a game.**
   - Group students in homogeneous pairs or trios by reading level. Invite groups to select a topic of interest from a list that you prepare prior to this activity. Issue a website address to each pair or trio based on their topic of interest and readability level.
   - Tell students they will use the game board "Source Sleuth Game" to investigate information about the author of material on a website. To start the game, students put a game piece on the "Start" box. This can be a collection of pieces you or students provide, such as beans, pennies, buttons, macaroni, metal rings, or paperclips. In addition, provide duplicate cards with a 1, 2, and 3 point value. Place these cards face down.
   - Assign students a website and ask them to open it next to their prepared game cards. Students determine who goes first. This person turns over a card and moves to the spot on the board indicated by this number. Using the source information, the student answers the question. The pair or trio must agree before it is the next student's turn. Repeat so that students continue to move around the game board answering and discussing questions based on the website. The game is over with the first person (or all students, as you wish) reach the "End" spot.
     - **Differentiation:** When preparing the list of sites, consider interest so that you have links for various interest-based sites. Additionally, within these interest areas, select several sites that span readability levels so that if more than one pair or trio chooses the same interest topic, you can assign website links that are appropriately challenging to each grouping. For students at the Intermediate Level, consider leveling sites by how difficult they are to find valid information to help with assessment (e.g., a site authored by an authority who only uses a Twitter handle instead of their name). Interest ideas can include sports, animals, art, or music. Please do not pick hoax sites, as it is difficult to transfer these skills from fictional topics to information on topics students will actually encounter in life. For those needing additional support, work with them on an individual basis to get started on this game.
5. **Debrief with classmates.**
   - Invite groups to share one or two key findings from the scavenger hunt or game that they found noteworthy. Avoid having students read off of their "Scavenger Hunt Record Sheets" (if they performed this activity). Their findings can include what they find or don't find from their sites. Use these questions as a springboard for discussion: *"Is it important to be able to answer every question? Why or why not? What do we do when we find sources where there are a lot of unanswered questions? What do you think about the credibility of your site after investigating answers to these questions?"*
   - To close this lesson, have students complete a sentence starter. You might say: *"We have started to learn about what makes a credible source. Using what you learned in this lesson, complete this sentence starter with your partner (trio or group) and be ready to share with the class. Here is the sentence starter:* **When we research, it is important to....**"
   - Listen as students share their sentences. Guide them to respond with something close to this: *"When we research, it is important to find and use credible sources. To help determine credible sources, researchers need to know about the author, when the article was written, and how this source can be verified.*
6. **Distribute list of credibility factors.**
   - Make a class set of copies of the handout "How do I identify credible sources?" Before distributing it, show and read the top paragraph only on a document camera or overhead. Explain that this handout will be a resource for them as they consider credible sources to use for their tasks. Once again, **it is not a checklist, but rather a set of ideas to get them started. No website will meet all these criteria, and some websites that do may have other factors that make students suspect them.** Then uncover the whole sheet and show them that they have already focused on the top four rows.

- Ask them if the row “Can this information be verified?” would have been helpful for verifying any skeptical claims which was the focus for the previous lesson (#5A). Discuss how the points in this row might be used for the examples used in the previous lesson. Explain that in subsequent lessons, you will lead them in lessons to tackle the other aspects of credibility.

**ASSESSMENTS:**

- Participation in group discussion
- “Scavenger Hunt Record Sheet” or participation in “Source Sleuth” game

# SOURCE SLEUTH GAME

**Directions:** Sit with a partner and access your assigned information page on the web. Take turns playing this game. When you land on a square, answer the prompt based on the source information on your site. Discuss each of your answers so there is agreement before taking the next turn.

| | | | | |
|---|---|---|---|---|
| What is the author's education, training or experience? | Does s/he have a professional title? What is it? | Is the author connected with an organization? Which one? | | END |
| Can you contact the author or company? How? | | Is the author unnamed? How can you find the name? | | Do you feel this source is credible? Why or why not? |
| Does the author include a date for the information? What is it? | | Is it important that the date is current? Why or why not? | | Can you find other sources that share the same information? |
| Do the links on the site work? | | What sources does the author of this information use? | | Are there identified sources for any data or statistics in the content? Show one statistic and its source. |
| START | | Are the sources the author uses listed in the article? Where? | Does the author include a works cited or other links? Identify one. | |

# SCAVENGER HUNT RECORD SHEET

**Search Topic: _____ Site Address: _____**
**Group Members: _____ Class Period: _____**

**Directions:** Review a site and answer these questions and prompts. You may divide this task with group members.

| **Who wrote this information?** | |
|---|---|
| *Can you identify an author? A real name or an alias?* | |
| *What is the author's education, training, or experience as it relates to this content?* | |
| *Does s/he have a professional title or is s/he recognized as an authority? Identify the title.* | |
| *Is the author connected with an organization? If so, can you determine if it is a respected organization? Name the organization.* | |
| *Can you contact the author or company? How?* | |
| *If the author is unnamed, can you take extra steps to find information about this author? What steps did you take?* | |
| **When was the article written?** | |
| *Does the author include a date for the information written? What is it?* | |
| *Is it important that the information be current or are you researching a topic from long ago?* | |
| *Do the links on the site work, or are they outdated?* | |
| **Can the information be verified for accuracy?** | |
| *What sources does the author of this information use? Name one.* | |
| *Are these sources listed in the article? Linked?* | |
| *Does the author include a works cited or other links to provide additional resources or original source information? Identify one.* | |
| *Are there identified sources for any data or statistics in the content? Write one statistic and its source.* | |
| *Can you find other sources that share the same information, or is this the only source? Name which other source you accessed.* | |

# How do I identify credible sources?

When collecting evidence for a research project, information report, argument paper, or similar task, it is important to use factual information. For an argument paper, it is true you want to sway your reader and will have a clear position and perspective. However, basing your evidence on facts will be more convincing to your readers. For a research project or report, you will want to include accurate and reliable facts and information. Consider the following when you collect evidence so you can use credible sources.

### Does the writing seem too good to be true?

Sometimes content seems so amazing that it makes a reader wonder if it's true or not. Beware of this as it can indicate unreliability and inaccuracy. Ask these questions to help you determine if the writing might be largely untrue: *Does this information seem unbelievable? Does it make sense to you or others? Does what you read conflict with something you already know to be true? Does the writing seem like hyperbole where something is grossly exaggerated? Is there a way to check this information out so you know whether it is true or not?*

### Who wrote this information?

Identifying the author can help you determine the credibility and truthfulness of your source. Consider these questions: *What is the author's education, training, or experience as it relates to this content? Does he or she have a professional title or is he or she recognized as an authority? Is the author connected with an organization? If so, can you determine if it is a respected organization? Can you contact the author or the company? If the author is unnamed, can you take extra steps to find information about this author?*

### When was the article written?

For certain topics, how old the information is can impact the reliability and accuracy. *Does the author include a date for the information written? Is it important that the information be current or are you researching a topic from long ago? Do the links on the site work, or are they outdated?*

### Can the information be verified?

To check the accuracies of information, we might consider these questions: *What sources does the author of this information use? Are these sources listed in the article? Does the author include a works cited or other links to provide additional resources or original source information? Are there identified sources for any data or statistics in the content? Can you find other sources that share the same information, or is this the only source?*

### How might the tone or style of the writing reflect its credibility?

The actual design of the website will not necessarily mean it is unreliable. What is most important is the actual writing. The way in which an article is written can reveal clues about its credibility. Consider the following: *Does the article have several grammar, spelling, punctuation, or capitalization errors? Is the writing emotional and include language that has a bitter, critical, or demanding tone? Is the writing so informal that it seems hard to trust? Does it seem unfair or extremely slanted to a point of view and biased? If it is biased, are there facts to back it up or other sites to verify what it states? Does it seem like it would anger or manipulate people?*

### Why does the author write this information?

Sometimes people write articles for reasons that contribute to unreliability, bias, and untruths. This doesn't mean that a company writing an article about something it is passionate about will be unreliable. Or that a person who writes a persuasive piece is completely biased. Argument papers are by nature meant to persuade a reader, so take this into account while reading. As you read sources, use your judgment and the clues about credibility to make sure you access the information you need to satisfy your task.

Essential Unit Guiding Question:

**How do I evaluate the credibility of sources and determine which ones to use for a specific task?**

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Beginner Lesson 5C:

**How might the tone or style of the writing impact its credibility?**

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**LESSON OVERVIEW:** In this lesson, students are introduced to other elements that contribute to credibility, namely *tone* and *style.* They define these terms, experience examples in writing and through analogies, and apply them to the notion of credible and reliable sources. At the close of the lesson, students return to the sources they have gathered for their research tasks and evaluate them based on credibility to determine which are reliable sources worthy of using. After this lesson, you might choose to conduct lessons at the Intermediate Level or Advanced Level, depending on student readiness.

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**RESOURCES/MATERIALS:**

- "Tone of Voice Cards" (provided)
- "How do I identify credible sources?" (provided in Lesson 5B)

**ESTIMATED TIMING:**

- approximately one 50-minute lesson

**LESSON DETAILS:**

1. **Define tone.**
   - Prepare "Tone of Voice Cards" by copying the sheet onto cardstock (100 lb. paper), laminating it, and cutting out individual cards. Solicit ten volunteers and give a card to each one. Have each student read aloud the sentence once or twice as indicated on the card. After each recital, ask the class: *"How did s/he say the sentence? What did s/he sound like? What was his/her tone of voice?"* Make a list of their responses by listing adjectives that should match the way the sentence was to be read; e.g., *happy, bored, sarcastic, bossy, angry,* etc.
   - Review the list of words and make the point that people have a tone of voice when they speak. Briefly have students discuss the tone their parents might use when they are in trouble, when they Intermediate something, or when they work on a project together. You might continue the discussion with the tone of voice of a teacher, a coach, or a friend in specific situations. Explain that in certain circumstances and with certain people, we each adopt a different tone, such as in school with a teacher vs. on the playground with friends, in church with the minister vs. at home with our siblings, at work with a boss vs. at a party with friends.
2. **Consider tone and style in writing.**
   - Extend students' learning by defining (or reviewing) the word *tone* used in literature: Tone conveys the author's attitude toward the audience and subject matter. Authors use words and phrases about the setting, characters, and other details to convey tone. Provide specific examples from literature that illustrate differences in tone (e.g., Holden Caulfield in *Catcher in the Rye* has a sarcastic and questioning tone. Alexander in the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* has a grouchy and irritable tone. Chrysanthemum in the book *Chrysanthemum* has an upbeat, positive tone during some of the story and a defeated tone other times. *The Series of Unfortunate Events* is sarcastic and ironic.)
   - Explain that in our writing, we also consider the audience and convey a tone accordingly. For example, a business letter will have a more formal tone than a personal letter. An email to a teacher or boss will have a different tone than an email or text to a friend. So we can write with a tone that is formal vs. informal, serious vs. humorous, impersonal vs. personal, plain vs. elaborate, biased vs. unbiased. In small groups or as a whole class, ask students to identify words or phrases that are used in formal vs. informal writing, serious vs. humorous writing, and so forth. You might make a list of these words.
   - Additionally, mention that people use emoticons, icons, and symbols in their texts and emails to convey tone. Ask students which ones they use and the associated meanings.
   - Next focus students' attention to the style of writing. Make the analogy of a style of clothing people might wear – sloppy, conservative, outrageous, punk, modest. Each author has a style of writing just as a person has a style of preferred clothing. In writing, style can refer to grammar, passive voice, active voice, run-on sentences, or word choice. Virginia Woolf popularized stream of consciousness writing where her sentences seem to go on forever, and they include keen observations. Ernest Hemingway is known for his direct, simple use of words and use of repetition to name just a few style points. The poet e.e. cummings never uses capitalization in his poems and even in his name.
   - Whereas the authors mentioned have a distinct style that they have practiced over the years and is successful, there is a writing style
3. **Critique value of tone and style in writing.**
   - People can evaluate an author's writing style and make observations. Writing that has flowery or overdone language, major grammar errors, several run-ons, many short sentences that make the writing seem staccato have an unappealing writing style that also leads to judgments. Find and share examples of these types of writing from students (not in your current class) or other writing and have students see the effect of these styles on the reader. Evaluate these types of writing against those that are more fluid. Lead a discussion where students see that writing that has a style that seems awkward,

wordy, or ungrammatical does not seem so credible.

- Address purpose and audience. Ask students if they think there is a place for authoritative and persuasive tone. The response is to consider the research task. If, in fact, people are writing an argument paper and want to support a position, a persuasive tone is expected. Be wary, though, of a website that is so persuasive that it seems unlikely that the claims are accurate. A persuasive argument is stronger when it is based on facts, data, and sound research. In this case, it is advisable to compare sites to make sure that what an information site purports is cross-referenced and true. This same point was made in Lesson 5A about information that seems too good to be true or skeptical information.
- Have students return to the sheets "How do I identify credible sources?" Remind them that most sources will not meet all these criteria, but they are points to consider. Focus their attention to the last row that speaks to the points in the bullet above.
- Ask students why they think tone and style are important factors to consider when determining which websites to use for gathering information. You might compare a few websites and discuss the differences in tone and style. Below are links to several sources about school uniforms. Print out these articles or other ones on a different topic that suits your student population. Instruct groups of students to compare and contrast the information in these sites and arrive at some conclusions about which they would use based on tone and style. Have them highlight or circle key words or phrases in the writing that support their conclusions. When groups are finished, have them share their impressions with the class.

  Beginner:

  - "School Uniform Debate and Poll"
  - "Manual on School Uniforms"
  - "School Uniforms" 1
  - "School Uniforms" 2
  - "Arguments About Uniforms"

  Intermediate:

  - Summer School? Do Kids Do Better in Year-Round School?
  - Year-Round Schools Don't Boost Learning, Study Finds
  - Year-Round School Foes Challenge Numbers, Threaten Suit
  - Summer Matters
  - Extended School Year Fast Facts

**Differentiation:** Arrange students in homogeneous groups based on readability levels. Work with students directly, as needed, and eliminate some of the articles as the basis for comparison. Or delete parts of the text in particular articles to make them more manageable.

4. **Apply credibility factors to assess sources.** Have students determine and test the reliability and credibility of the sources they have found while conducting their searches. To do so, tell them to use what they have learned about credibility in this series of lessons and reference the "How do I identify credible sources?" sheet.
   - **Differentiation:** Allow students to choose a partner to support them if they feel it is a useful strategy in helping them ascertain the credibility of certain sources. Naturally, their work is differentiated by the research topic they have chosen and the text they are reading to support their work, too.

**ASSESSMENTS:**

- Participation in activities and discussion
- Highlighted or underlined articles (school uniforms)

**Tone of Voice Cards**

| | |
|---|---|
| Say this sentence in a **loving** way: “You can’t have that.” | Say this sentence in a **serious** way: “You can’t have that.” |
| Say this sentence in a **sarcastic** way: “You can’t have that.” | Say this sentence in an **angry** way: “You can’t have that.” |
| Say this sentence in a **bored** way: “You can’t have that.” | Say this sentence in an **authoritative or bossy** way: “You can’t have that.” |
| Say this sentence in a **happy** way: “You can’t have that.” | Say this sentence in a **frantic** way: “You can’t have that.” |
| Say this sentence in an **excited** way: “You can’t have that.” | Say this sentence in a **sincere** way: “You can’t have that.” |