Lesson Plan for Evaluating Sources

And

Harris Moves – Authorizing

Before I begin, I would invite you to edit this lesson to fit your own needs (I would say that when you do this, you just practiced another Harris Move – Extending). I tried to create text sets with a few things in mind, first I considered the age level as well as the interest level for the students as well as for you. I also considered what would be a topic that for my own self, was something that my students spoke with me about (incarceration) as well as interesting activities that would incite strong and thoughtful conversations for students and you as their teacher.

Be sure to read the text sets so you will have a good understanding of the content of the sources provided. You also want to go through the PowerPoint so you can determine how many days you want to break this entire Lesson down to. It is presented to teachers in a sitting but I am sure that would be way too much to give to the students in one class period.

For Chemical Liquid Activity, I purchased 2 packages of Gu (energy gel) each of several different colors (you’ll want enough for groups of 2-3). I used small jars and put both packages of same color in each with a little water. I wanted there to be an element of mystery and something for students to look at and pass around. Gu is used by runners to replace for lost energy, there is caffeine in but no chemical colorants. You could use Gatorade in test tubes that you could seal (I don’t let them smell, just look at).

**Things To Copy:**

Credible People For Chemical Liquid Drink (copy 1 for groups of 2-3, You can change the people to suit your students/background knowledge)

Credible or Not Credible Sources (copy 1 per student)

Article - New York Post (Pro Solitary Confinement)

Article - Craig Haney Solitary Confinement is a “Tried-and-True” Torture Device (An Excerpt)

Article - In The Hole - Is Solitary Confinement Justifiable Anymore?

Scavenger Hunt/CRAAP Worksheet (copy 1 per student)

How to Evaluate Sources – CRAAP (copy 1 per student, could fit 2 onto one sheet)

Authorizing Templates – Sentence Starters (copy 1 per student)

PowerPoint Presentation (this is suggested pace only, present at your own discretion)

**Slides 1-3 (approximately 15-20 minutes)** - You’ll pass out Credible People For Chemical Liquid Drink envelopes per your groupings, set 1 sealed jar or sealed test tubes with Gu or Gatorade contents per table. Do not reveal contents of liquid, that’s part of the fun. Have students discuss whether each person could convince them to drink the contents, you just walk around and listen to the conversations, as they finish as a group, pick some of the people and discuss why they would or would not drink contents, point is to have them explain what “expertise” that individual had that would convince them to drink or not drink the mystery contents.

**Slides 4-9 (approximately 30-45 minutes)**

Pass out Credible/Not Credible Sources Envelopes, individually have them place into 2 columns. You can hold small group discussions first then move into whole class discussions as to why they grouped names in respective column.

Show video (2+ minutes) and discuss CRAAP, pass out paper for reminder for each student (have them keep as reference)

Pass Out:

Pro Solitary Article

Choose Con Solitary Article depending on your students read level

Scavenger Hunt

Have students read one article at a time, then highlight or use sticky notes to find examples of Authorizing

An Optional Activity – Use Scavenger Hunt and have students use one article, maybe the other article and have them answer questions.

**Slides 10-12 (approximately 30-45 minutes)**

Follow directions on each slide, students will need:

Articles back

Sentence Starters/Templates

Any notes they took to refer back to

They will need help and time but I believe this will be a helpful lesson to teach evaluating sources and Authorizing.