

9-12th Grade: All Subjects – General Research

Course Title: Your subject here.	Lesson Title: Critical Evaluation of Information / General Researching on the Internet
Instructor: You.	Prerequisites for Assignment: None.
Equipment/Resources Required: Computer(s) with internet access	Evaluation Method: Completed written/electronic assignment
Students will work: Individually	Total In-Class Time Required: 1-2 class periods depending on level of students / scaffolding required
Max. # of Students: 36	Total At-Home Time Required: 30 mins – 1 hour, depending on comprehensiveness of assignment
Initial Preparation by: Ethan R. Siegel, Ph.D. Date: 07 / 17 / 2012	Final Revisions by: Date:
Approved by:	Date:

Performance Objectives

Students will accomplish the following:

- Access, create and train their own “traps” on a specific topic
- Discern different points-of-view / goals of different authors writing about the same topic
- Provide links / citations to referenced works and articles
- Identify gaps / errors in reasoning or presentation, including false statements and fallacious reasoning
- Use artificial intelligence combined with human curation to produce a *quality* “trap” on a particular topic
- Complete a written assignment based on the in-class activity

Curriculum Standards Met:

- Research / gather topic-specific information using applied modern technology
- Comprehend and evaluate the quality of information
- Identify an author’s perspective / point-of-view on a particular issue

CCSSI Objectives Addressed:

- Reading: objectives 1, 4, (5 and 6, a little bit) **7 (especially)**, and 8
- Writing: objectives 1 and 6

Lesson Plan Outline

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Lesson Title: Critical Evaluation of Information / General Researching on the Internet

Instructional walkthrough + Sample assignment:

- Demonstration of how to:
 - Create an account on trapit, using either the computer / web app or the iPad
 - Create a good trap from start-to-finish, including:
 - Sample discovery terms using a variety of subject-specific keywords (e.g., global warming, climate science, atmospheric CO₂; war on drugs, drug enforcement association, drug cartel, etc.)
 - How to appropriately dislike articles that do not apply
 - When to flag an article as “not relevant,” i.e., when you dislike the relevancy of the content
 - When to flag an article as “dislike the source,” i.e., when the keywords are relevant to the topic, but the source is disreputable or otherwise not what you want, content-wise
 - How to choose five *good* articles to like
 - Will be the basis for your trap’s A.I.
 - Browse appropriate featured traps (if relevant)
- Lead the class in a discussion – possibly including an original article or other handout – on the dangers of reporting an untrue story. (See [Researcher Lesson Plan.docx](#) for Scaffolding ideas/suggestions on this, if necessary.)
- Clear explanation of what you want the students to do with the (either paper or electronic) assignment handout
 - Allow students to choose a topic to investigate (or assign a topic to students)
 - See “Sample Topics” at right
 - Have students create their own traps, train them, and fill out the attached assignment: [General Handout.docx](#)
 - Strongly recommended: Include source comparison question (#3 on handout), specifically geared towards addressing CCSSI reading standard #7
 - Analyze various accounts of a subject told in different mediums and from different sources, determining which details are emphasized in each account.

Instructor’s Notes:

Make sure to modify and assign, either electronically or via paper format, the handout before allowing students to work on their own.

Sample topics, by subject:

- **History:** US Government, elections, world leaders, economics, public policy, SCOTUS, etc.
- **Physical Science:** Astronomy, neutrinos, Higgs boson, global warming, etc.
- **Life Science:** Genetics, Evolution, DNA sequencing, Stem Cell research, etc.
- **Humanities:** Authors, Human Rights, Books/Literature, Performing arts, Museums, Digital art, LGBTQ rights, etc.
- **Health:** Fitness, Yoga, Obesity, Body Image, Sex Education, etc.