

Title <i>If part of a unit, indicate lesson # of total #.</i>	How to find good research
Grade Level	12
Time Frame	Presentation: 25 minutes, Activity: 30 minute
Designed by <i>Include outside resources, if any were used.</i>	Used some of the activities from this webquest https://courses.dcs.wisc.edu/wp/ilinstructors/2018/04/30/online-research-activity-webquest/
Class Description <i>Describe class size, gender expression and other demographics of the students, interests, strengths, and needs, and any other pertinent information about the setting.</i>	There are between 20 and 30 Students in all of Mr. Mouser's government classes. Most students will be between 17-19. About 46% of students at Courtland High are White. Black students make about about 23% of the school's population. 18% of students are Hispanic. About 37% of students in the school are economically disadvantaged. About 5% of the students at the school are English Language Learners. About 13% of students have a disability. Because everyone keeps their cameras off in class I do not know what the makeup of Mr. Mouser's class looks like, but I would assume it is close to the school population. I do know that some of his students have disabilities and work with another teacher that comes into the google meet. With the exception of a few students with disabilities, all of Mr. Mouser's students are virtual. When I looked up news stories about Courtland the top results have to do with Football, so I would assume that is important to the school.
Rationale <i>Why are you teaching this lesson at this time?</i>	Students will spend the rest of the semester working on a research paper.
Materials	Google slide
Essential Questions/ Big Ideas	How do you find good research?
VA SOLS and/or CCSS	
Objectives	Students will understand that... finding good research is vital for a good research paper Students will know ... what makes research good, how to determine if websites are credible, how to create search strategy.

	Students will be able to Analyze websites and their content to determine if websites are credible and helpful in their papers.
Formative Assessments	Activity to create a search strategy and to determine credibility of a website
Summative Assessment(s) <i>This will typically occur at the end of a unit of instruction, so this may involve questions that will be on the summative assessment or the corresponding aspect of the final project that matches the content of this lesson.</i>	The research paper students are working on will show if students can find appropriate research.
Activities/Procedures <i>In bold, before each step, list the purpose of the step. This might include hook the students' interest, introduce key concepts, transition, etc. Models of instruction dictate certain steps as well.</i>	<ol style="list-style-type: none"> 1. Introduction-introduce myself and briefly introduce what we will be talking about. 2. Pre-assessment- have students rate on a scale from 1-5 how comfortable they are with finding research. Have students type into a word cloud stating what they want to know. 3. Key concept- Go over creating a search strategy, and the CARP test for finding good research. 4. Check for understanding- have students rate their understanding on a scale of 1-5. Ideally scores will be higher the second time around. 5. Activity- students create their own search strategy, following the steps that are in the slide presentation. Students will also find a website and evaluate its contents with the CARP test.

Appendices (attach handouts/power point slide views, links to presentations, etc. here)

Slides: https://docs.google.com/presentation/d/1LFVvS7_PU-INfURZpWkhPuKjtNkMaFhJCZSXCQJQ2BA/edit?usp=sharing