

Week 1 - How to Research: Collecting Sources

Lesson 1: What are the different kinds of sources?

- “Today as a class, we are going to research something. I want you to give me one fact about... (Ask student for a topic?)
 - PlagiarismEveryone will give one fact on this topic to the Google Doc.
 - Google Docs: Name, Fact, Source
 - First person who posts has to monitor the other facts to make sure we don't have repeats.
- Now that we've posted them, I want to know where your fact came from. (If you have already closed your tab, click Ctrl+H to find it)
- Now that we have our sources, I want to look at what kind it is: Primary, or secondary?
 - Primary: Eyewitness
 - Secondary: Made from primary
- As a group, choose THREE sources to verify with this checklist.
 - <https://www.stevenson.edu/online/about-us/news/how-to-identify-reliable-information/> (CRAP)
 - **Authority:** Who is the author? What are their credentials? Do they have knowledgeable experience in the field they are writing about? What is their reputation?
 - **Accuracy:** Compare the author's information to that which you already know is reliable. Are there proper citations? Is the information biased? If so, does it affect research conclusions
 - **Coverage:** Is the information relevant to your topic and does it meet your needs? Consider what you need such as statistics, charts, and graphs.
 - **Currency:** Is your topic constantly evolving? Topics in technology and medical innovation require sources that are up to date
 - <https://library.hccs.edu/evaluatingresources/test>
- Exit Ticket: What's the difference in a primary and secondary source? How can you tell if a source is reliable? Why is it important to know how to research?

Lesson 2: Why is it important to have reliable sources?

Activity - Mix and match: give students facts about the research topic and have them guess which source they're from

- Table group class game → project answers
- Music or media Plagiarism video & schoology discussion

Activity -

Read the article:

<https://news.mit.edu/2024/misinformation-is-all-around-how-can-we-combat-it-1022>

Write 3-5 sentences answering two of the questions below. After you submit, be sure to refresh and read over your classmates' responses.

1. Is this a primary or secondary source? How do you know?
2. Is this source reliable? How do you know?
3. Choose one quote from the article to respond to. Make sure you include the quote in your response.

Schoology discuss importance of verifying information → misinformation, supporting claims, research, plagiarism, college-level research, confidence in your work

- Checking sources, finding reliable sources, citing and bibliographies
- "Website/ media Literacy"
- Without using AI

Lesson 3: (FAFSA NIGHT) Where can we find reliable sources?

- "Why do we put bibliographies and works cited?" Showing students they can go back to sources when they want to know more information. video & schoology discussion

Wiki Activity

Lesson 4:

Wiki Debate? **Is Wikipedia a reliable source of information?** Why or why not?

Divide class based on what they answered in the exit ticket.

Each individual needs to have one primary and one secondary source.

Debate as a class? Or in small groups?

Or we can jump into Ted Talks.

Fishbowl instead of Debate

Lesson 5:

Week 2 - Ted Talks

Students will be able to... Understand the structure and organization of a TEDTalk and be able to research and make their own.

Lesson 1: What is a Ted Talk?

- Personal Story + Research
- As a class watch a TEDTalk and take individual notes
 - Vote for TEDTalk:
 - [Secret to Great Public Speaking](#)
 - [How to Sound Smart](#)
 - [Passion and Perseverance](#)
 - [Speaking with Confidence](#)
- Personal Story: Where do you see this person's story coming out? How does it relate to you?

- Research: Where do you see the research component?
- Presentation: What visuals are used? (Minimal words, mostly images, statistics and graphs) How does the person stand and speak?

Lesson 2:

- Students will choose one TEDTalk and take notes
 - Personal Story: Where do you see this person's story coming out? How does it relate to you?
 - Research: Where do you see the research component?
 - Presentation: What visuals are used? (Minimal words, mostly images, statistics and graphs) How does the person stand and speak?
 - Compare and Contrast with the class
 - <https://docs.google.com/document/d/1y4rmdl7vNAeBuLpLQPzMDfrdc5tFvRNcYJpfUsX8Rdo/edit?tab=t.0>

Lesson 3: (Wednesday, City Year presentation)

What is MY TEDTalk?

- What are you passionate about?
- What is a struggle you have overcome or are working to overcome?
- What is something you want your fellow classmates to know about?
- Mental Health/ School-Life-Work Balance/ Transitioning from a different space / Self Love & Self Care
- Research - Use our guides from last week

Lesson 4: Let's Tedtalk!

- Final: Research Paper (in class time to work)

Lesson 5: Let's TedTalk!

- Final: Research Paper(in class time to work)
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Week 3 - Tamara Lead: Global News Project

Activity - Pick random countries via Geoguessr or Wheel, and you have to find a reliable news source (Newspaper, website) from that place. Then compile the sources for use during Global News Project. Make a list of current events.