

Strategic Skill: Evaluating Information Quality Using Electronic Sources

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade Four
Suggested Duration:

Stage 1 Desired Results

Established Goals

GLE 4.1.2 Evaluate information quality (e.g., accuracy, relevance, fact, fiction).

GLE 4.1.1; LM 1.4.4 Students will identify and practice steps in an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather information, create a new product).

GLE 4.1.2 Students will discriminate between relevant and irrelevant information.

Understandings

- Students understand ways to determine the accuracy of information (finding errors by reading and comparing, finding inconsistencies or variations in facts).
- Students understand information relevance; that is, how does the information found relate to the information needed.
- Students understand the differences between fact and fiction.

Essential Questions

- How can we determine whether the information we find is accurate?
- How does the information we find relate to the information we need? How important is it?
- How can we determine the difference between fiction and facts?
- How can we determine whether the information we find is relevant?

Students will be able to...

- read information to verify facts for accuracy. They can detect errors, inconsistencies, and list only the accurate facts found about a particular event or person.
- determine the relevance of information they find, evaluating it to determine whether it should be included.
- use a variety of technological and information resources (e.g., databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.



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- participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Students will know...

- there is a great diversity among the 12 tribal nations of Montana in their languages, cultures, histories, and governments.
- each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
- to take advantage of the resources technology offers and become prepared for the demands that will face them in the future, students need to learn how to use an array of technologies, from computers and computer networks, to electronic mail, interactive video, and CD-ROMs.

Stage 2 Assessment Evidence

Performance Tasks

1. Each student will complete Examining Electronic Sources (see worksheet, attached).
2. Peer review of their completed Electronic Sources Evaluation Form can provide helpful feedback to the students. Teacher observation could best assess how well the students evaluated electronic sources.

Stage 3 Learning Plan

Learning Activities:

Students should be familiar with electronic sources before they can critically examine them.

Tell the students they are going to be evaluating information in electronic sources, to use in their future research on Montana reservations.

Using Web sites that follow your school's acceptable-use policy, have each student choose one source they think they would like to evaluate. While the students are searching, shadow them to see if they are using any method to choose their sources. Observe to see if students are taking notes or just randomly clicking.

After about ten minutes, have the students discuss what criteria they have used in selecting a source or in discounting a source.

Demonstrate the process by modeling the use of the "Examining Electronic Sources" template with a pre-selected site. This step will help the students be more prepared to evaluate electronic sources by themselves (this also contributes to Workplace Competencies).

Have students with a partner fill out the Examining Electronic Sources.

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This exercise will help students to ask themselves questions about electronic sources, which will enable them to make informed decisions about sites that will be good information sources on research report topics.

Extension

Have the students practice searching for information on the Web on any of the 12 Montana tribes.

Vocabulary

accurate, critical, fact, fiction, Montana Reservations: Blackfeet, Crow, Flathead, Fort Belknap, Fort Peck, Northern Cheyenne, Rocky Boy; opinion web site

Web Resources

www.indiannations.visitmt.com

This web site has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) You can search each of the tribes for “People, Location, Economy, Points of Interest” with Internet links to each, as well as Attractions, Events, Places to Stay, and Additional Visitor Information

Although we have listed one web site for each tribe, many more are available if a student performs a Google search. Other recommended sites include:

[Blackfeet Nation](#)

[Glacier Reporter](#): Official publication for the Town of Browning and the Blackfeet Reservation. 406-873-2201-2090, Cut Bank, MT.

[Chippewa Cree Tribe of the Rocky Boy Reservation](#)

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

[Confederated Salish & Kootenai Tribes](#)

[Char-Koosta News](#) : (ISSN 0893-8970), P.O. Box 98, Pablo, MT 59855; 406-675-3000

[Crow Tribe](#)

[Big Horn County News](#). P.O. Box 926 Hardin, MT 59034; 406-665-1008

[Fort Belknap Indian Community](#). Assiniboine/Gros Ventre

[Fort Belknap News](#)

[Fort Peck Tribes](#). Assiniboine, Sioux

Fort Peck Journal. P.O. Box 351, Poplar, MT 59255; 406-768-5366

[Little Shell Tribe](#)

[Northern Cheyenne Tribe](#)



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Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-4822

[Indian Country Today](#) (ISSN 1066-5501), 5218 Patrick Road, Verona, NY 13478

[News from Indian Country](#) (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843; 715-634-5226

Examining Electronic Sources

People:

- Who is the author of the page?
- Is the author an expert on this topic?

Purpose:

- Is the purpose of the site listed?
- Does the site follow the stated purpose?

Publication:

- Where does the information come from?
- When was the site created?
- When was the site last updated?

Plan:

- Is this information useful for my purpose?
- Is this information accurate?
- Why should I use this information?
- Did I detect errors or inconsistencies in this information?
- How did I determine the relevance of this information?

