

2012 ET630 Critical Information Literacy Project

Title: Olympics! Are they a waste of money?
Let's critically ask!

Subject/Course: Media Literacy/ Language Arts

Topic: Exploring Critical
Information Literacy

Grades: 5-6

Designer(s): MaryClare Doerfler

Stage 1- Desired Results

Established Goals:

National Educational Technology Standards

- 1. Creativity and Innovation** - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. b. Create original works as a means of personal or group expression
- 3. Research and Information Fluency** - Students apply digital tools to gather, evaluate, and use information. b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- 4. Critical Thinking, Problem Solving, and Decision Making** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. c. Collect and analyze data to identify solutions and/or make informed decisions

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Writing, Grade 5

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Resource used:

http://www.iste.org/Libraries/PDFs/NETS-S_Standards.sflb.ashx

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

<p>Understandings: Students will understand...,</p> <ul style="list-style-type: none"> • Evaluating and critically analyzing a website using a checklist or rubric can help led to finding accurate information. • To critically think means to identify and evaluate information regarding an issue or topic before making a personal decision about that issue or topic. • Locating, organizing, analyzing, and evaluating information helps to develop personal opinions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can evaluating a website help led to finding accurate information? • What does it mean to critically think? • How can locating, organizing, analyzing, and evaluating information help develop personal opinions? • In what ways can you evaluate a website based on appropriateness to specific tasks?
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<p>Students will know...</p> <ul style="list-style-type: none"> • Techniques to evaluate and analyze a website through use of a rubric/checklist • Asking critical questions will help develop personal opinions 	<p>Students will be able to ...</p> <ul style="list-style-type: none"> • Explore different websites in regards to the question – “Are the Olympics a waste of money?” • Evaluate websites based on appropriateness to the question, “Are the Olympics a waste of money?” • Create a personal opinion based on information that has been analyzed and synthesized answering the question, “Are the Olympics a waste of money?”
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Stage 2- Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Written response to one of the Essential Questions • Submission of completed graphic organizer filled in with appropriate information from guided Web Exploration • Written personal response to the question, “Are the Olympics a waste of time?” – support from • Written response of one of the Essential Questions formally assessed using a rubric • Written personal response to the question, “Are the Olympics a waste of time formally assessed using a rubric • Submitted completed graphic organizer formally assessed using a rubric 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Completion of an anticipation guide – before and after • Oral responses to questions posed during the unit including, what does it mean to ask questions and evaluate information • Participation in whole group discussions • Completion of a Web Exploration based on the question, “Are the Olympics a waste of money?”
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Stage 3- Learning Plan

Learning Actives:

W: Complete an anticipation guide – fill out a survey – Prior Knowledge and Predictions

H: THE HOOK! Real World Connection! Ask the question – “Are the Olympics a waste of money?”

E: Equip students with key terms and examples; “I do” – modeling regarding what does it mean to critically think, evaluate, analyze; provide rubric/checklist used for evaluating websites

R: Completion of an anticipation guide

E: Completion of a self-assessment regarding how one personally feels they evaluate and critically think about web sites and information presented on the web

T: Peer discussions, whole group discussions, individual reflections

O: Rubrics, anchor charts – posters displaying students’ thoughts and ideas throughout the project regarding BIG IDEAS including: What does it mean to critically think? Predictions- Do you think the Olympics are a waste of money? How do you evaluate and analyze a website?

MaryClare Doerfler ET630 Critical Information Literacy Project Web Exploration Lesson

Subject/Course: Media Literacy/ Language

Lesson: *Are the Olympics a waste of money? Using critical thinking skills to create an opinion!*

**Students have discussed what it means to critically think about and evaluate a topic. Students are familiar with using the internet and Microsoft Word.*

**Students have discussed as a whole group how Wikipedia is not a “bad place” to retrieve information, but that the information found there needs to be verified.*

Standards:

NETS: 1b

NETS: 3b.c

NETS:4b

Common Core Writing Grade 5: 1a.b.c.d

Common Core Writing Grade 5: 6

Common Core Writing Grade 5: 7

Common Core Writing Grade 5: 9b

Materials:

- **Laptops, one per student**
- **Internet connection**
- **Anchor Charts/Posters with previously discussed ideas and guides for critically thinking and evaluating**
- **Web Exploration website**
- **Printer**

Objectives:

Students will explore different websites in regards to the question – “Are the Olympics a waste of money?”

Students will evaluate websites based on appropriateness to the question, “Are the Olympics a waste of money?”

Students will create a personal opinion based on information that has been analyzed and synthesized answering the question, “Are the Olympics a waste of money?”

Students will write an opinion writing piece and publish using Microsoft Word.

Students will communicate with their teacher through email to either submit their published opinion writing piece as an attachment or informing that they will turn in a hardcopy.

Launch/Motivation:

Students will watch NBC’s 2012 Olympic commercial. Students will discuss prior knowledge of the Olympics and current (before web exploration) personal opinion of the Olympics.

Procedure:

1. Students will discuss, as a whole group, how the Olympics are very expensive and how the question “are they a waste of money?” is a valid question.

2. Students will review that to critically think means to identify and evaluate information regarding an issue or topic before making a personal decision about that issue or topic.
3. Students will discuss as a whole group that sometimes in order to understand an issue one needs to ask questions about the source that is sharing information.
4. Students will review Kathy Schrock's 5W's for Evaluating Websites. These 5W's are posted on an anchor chart in the room and also are linked to the web exploration.
5. Students will be informed that today they are going to partake in an independent web exploration that will help them discover information regarding the Olympics in general and answer the question, "Are the Olympics a waste of money?"
6. Students will review the proper ways to handle the laptops including, to appropriately shut down and what to do if their laptop appears to be broken.
7. Students will get their assigned laptop and sign into the network using their username and password.
8. Students will be directed to the Web Exploration website and independently complete their exploration!

*Teacher will monitor students and help when needed.

Closure:

When students have completed their web exploration, they will email the teacher their attached opinion writing piece as a Microsoft Word Document or they will inform the teacher they will be handing in a hardcopy of the opinion writing piece that was published using Microsoft Word. Students will also submit their completed web exploration "to do list," as an exit pass.

Assessments:

Students will be informally assessed throughout the lesson on their interaction with their peers, class and group participation, and independent work. Students will be formally assessed using a rubric on both their completed "to do list" and their published written opinion.

Extension:

Students will work in small groups on a collaboration project that has them create a PowerPoint discussing the benefits and downfalls of the Olympics. Here students will recognize that to critically think about a topic you must investigate and evaluate both sides in order to write balanced, unbiased writing and have a complete opinion.

Resources Used:

National Educational Technology Standards

http://www.iste.org/Libraries/PDFs/NETS-S_Standards.sflb.ashx

Common Core Standards

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

NBC's 2012 Olympics Commercial

<http://www.youtube.com/watch?v=epaC6qmohms&feature=related>

Web Exploration – Critically Think! Ask Questions! Evaluate!

<http://studentpersonalpages.loyola.edu/mdoerfler/www/et630/indexcriticalthinkingpage1.html>

Sites linked to main page:

<http://studentpersonalpages.loyola.edu/mdoerfler/www/et630/criticalthinkingpage2.html>

<http://studentpersonalpages.loyola.edu/mdoerfler/www/et630/criticalthinkingpage3.html>

<http://studentpersonalpages.loyola.edu/mdoerfler/www/et630/criticalthinkingpage4.html>

Websites used on Web Exploration:

<http://kathyschrock.net/abceval/5ws.htm>

I chose Kathy Schrock's "The Five W's of Web Site Evaluation" as the rubric/checklist for my Critical Information Literacy Project because I felt that the website is very clear and easy to read for people of all ages, including intermediate and middle school students. The questions asked are easy to understand and apply. The answers to the questions also guide one to evaluating a web site.

http://en.wikipedia.org/wiki/Olympic_Games

I chose to include Wikipedia's definition of the Olympic Games as a website my students could use to help formulate their personal answer to the big question, "Are the Olympics a waste of money," because I want them to understand that Wikipedia has a place when you are conducting research. As a supporting lesson within my unit, one prior to the web exploration, I will discuss with my students that Wikipedia can be looked at as a starting point, a foundation. It is then our job to verify the information through further investigation of the topic.

<http://www.teamusa.org/>

I chose Team U.S.A.'s official website as a website my students could use to help formulate their personal answer to the big question, "Are the Olympics a waste of money," for several reasons. First, this site will be of high interest to my students, being from the U.S.A. and already knowing several of the team U.S.A. members. Second, because I want them to know that while the site ends in .org, that does not mean it will automatically provide the best answer to the big question, and lastly, I chose this site because it really does not bring any light to the big question they are answering. Students are so used to using exactly what the teacher gives them; they sometimes forget that there is such thing as unnecessary information. This site will allow students to stop and evaluate its importance to their topic.

<http://greece.mrdonn.org/olympics.html>

I chose this website because it is a good example of a website that does not provide enough information about the author of the site, the author's purpose for the site, the creation of the site, as well as several other key elements when you are evaluating a website from the link I provided. Students will discover that in order to fully evaluate this website and determine if it is a good source they must explore the site in depth.

<http://projectbritain.com/olympics/>

I chose this website because it provides easy to read facts regarding the Olympic Games in London. The site also answers several of Kathy Schrock's 5W's for Evaluating Websites. This site will be a good site for students to gain a basic understanding of the Olympics in London.

<http://news.uk.msn.com/the-big-question/the-big-question-is-the-olympic-games-a-waste-of-money>

I chose this website because it presents a side to the question, "Are the Olympics a waste of money?" that students may not address on their own. Students will find that this website can answer the questions listed on Kathy Schrock's 5W's and even provides biographies of the authors. This will be a website students will have to critically question based on their personal opinion.

<http://www.imrpublications.com/commentdetails.aspx?nid=33>

I chose to include this website in the web exploration because it is a UK based website that upon evaluation does answer the required 5W's listed on Kathy Schrock's Web Site Evaluation, including contacting the authors. The website also offers information regarding the cost of the 2012 London Olympics. This will help students create their personal answer to the big question.

<http://www.olympic.org/>

I chose to include this website in the web exploration because it is the official Olympic website. Here students can navigate to different links within the website to help find support for their written opinion answering the big question. Students will find this website easy to navigate and visually engaging. Students will also find that Kathy Schrock's 5W's can be answered about this website.

<http://www.london2012.com/homepage-feature/>

I chose to include this website in the web exploration because it is the official 2012 London Olympic website. Here students can see what tourism offerings and different aspects of the 2012 London Olympic Games. The information could be useful as support/evidence in the students' written opinion. Students will also find that Kathy Schrock's 5W's can be answered about this website.

Resources Used Throughout Unit:

Barrow, M. (2011). *London olympic games 2012*. Retrieved from <http://projectbritain.com/olympics/>

Common core state standards for english language arts & literacy in history/social studies, science, and technical subjects. (2010). Retrieved from http://www.corestandards.org/assets/CCSSI_ELA_Standards.pdf

Doerfler, M. C. (2012, March). *Critically think! ask questions! evaluate*. Retrieved from <http://studentpersonalpages.loyola.edu/mdoerfler/www/et630/indexcriticalthinkingpage1.html>

Iste: nets.s: advancing digital age learning. (2007). Retrieved from http://www.iste.org/Libraries/PDFs/NETS-S_Standards.sflb.ashx

London 2012. (n.d.). Retrieved from <http://www.london2012.com/homepage-feature/>

London 2012 - olympic budget well spent? . (2011, December 04). Retrieved from <http://www.imrpublications.com/commentdetails.aspx?nid=33>

London 2012 preview [Web]. (2011). Retrieved from <http://www.youtube.com/watch?v=epaC6qmohms&feature=related>

Olympic games. (n.d.). Retrieved from http://en.wikipedia.org/wiki/Olympic_Games

Olympic.org. (2012). Retrieved from <http://www.olympic.org>

Schrock, K. (2001). *The five w's of web site evaluation*. Retrieved from <http://kathyschrock.net/abceval/5ws.htm>

Team usa. (2012). Retrieved from <http://www.teamusa.org/>

The ancient greek olympics. (n.d.). Retrieved from <http://greece.mrdonn.org/olympics.html>

Vaughan, S., & Vaughan, Z. (2012, January 12). *The big question: is the olympic games a waste of money*. Retrieved from <http://news.uk.msn.com/the-big-question/the-big-question-is-the-olympic-games-a-waste-of-money>

Rubric for Web Exploration

Are the Olympics a waste of money? Opinion Paragraph

7	5	3	1
<p style="text-align: center;">Mechanics/Grammar</p> <p>- My title was clearly stated. I capitalized and punctuated correctly throughout my paper. My paper was published using Microsoft Word and shows effort.</p>	<p style="text-align: center;">Mechanics/Grammar</p> <p>- My title was clearly stated. I capitalized and punctuated correctly throughout most of my paper, but there were a few mistakes. My paper was published using Microsoft Word and shows effort.</p>	<p style="text-align: center;">Mechanics/Grammar</p> <p>- My title was clearly stated. I had many capitalization and punctuation throughout my paper. My paper was published using Microsoft Word.</p>	<p style="text-align: center;">Mechanics/Grammar</p> <p>- My title was clearly stated. I did not capitalize and punctuate correctly throughout my paper. My paper does not show effort.</p>
<p style="text-align: center;">Paragraph Structure</p> <p>- My paragraphs each started with a grabber, hook! I included appropriate supporting sentences. My paragraphs each ended with a strong closing sentence that restated my main idea! My paragraphs were 5-7 sentences.</p>	<p style="text-align: center;">Paragraph Structure</p> <p>- My paragraphs each started with a grabber, hook! Some of my supporting sentences were not connected to my main idea/topic. My paragraphs each ended with a strong closing sentence that restated my main idea! My paragraphs were 5-7 sentences.</p>	<p style="text-align: center;">Paragraph Structure</p> <p>- My paragraphs each started with a grabber, hook! Some of my supporting sentences were not connected to my main idea/topic. My paragraphs did not each end with a strong closing sentence that restated my main idea. My paragraphs were 5-7 sentences.</p>	<p style="text-align: center;">Paragraph Structure</p> <p>- My paragraphs did not each start with a grabber, hook! Some of my supporting sentences were not connected to my main idea/topic. My paragraphs did not each end with a strong closing sentence that restated my main idea. My paragraphs were 5-7 sentences.</p>
<p style="text-align: center;">Evidence/Support</p> <p>- I included at least 5-4 examples of evidence/support for my opinion based on the information I evaluated and analyzed from the sites provided.</p>	<p style="text-align: center;">Evidence/Support</p> <p>- I included at least 5-4 examples of evidence/support based on the information I evaluated and analyzed from the sites provided, but they did not all support my opinion.</p>	<p style="text-align: center;">Evidence/Support</p> <p>- I included at least 3-2 examples of evidence/support for my opinion based on the information I evaluated and analyzed from the sites provided.</p>	<p style="text-align: center;">Evidence/Support</p> <p>- I included at least 3-2 examples of evidence/support based on the information I evaluated and analyzed from the sites provided, but they did not all support my opinion.</p>

Total _____/21

