

Materials Needed:

- 6 Research Stations aka boxes. Each station contains:
 - Group purpose/audience concept maps
 - Stickers #1-8 for the purpose/audience concept maps
 - Pens
 - A series of sources to analyze (at the bottom of this lesson plan)
 - Evaluating a Source paper worksheets
- Padlet: <https://padlet.com/cgardner27/sldmmfh46dh6>
- Student Evaluation Form: <https://csudh.libwizard.com/ese195>

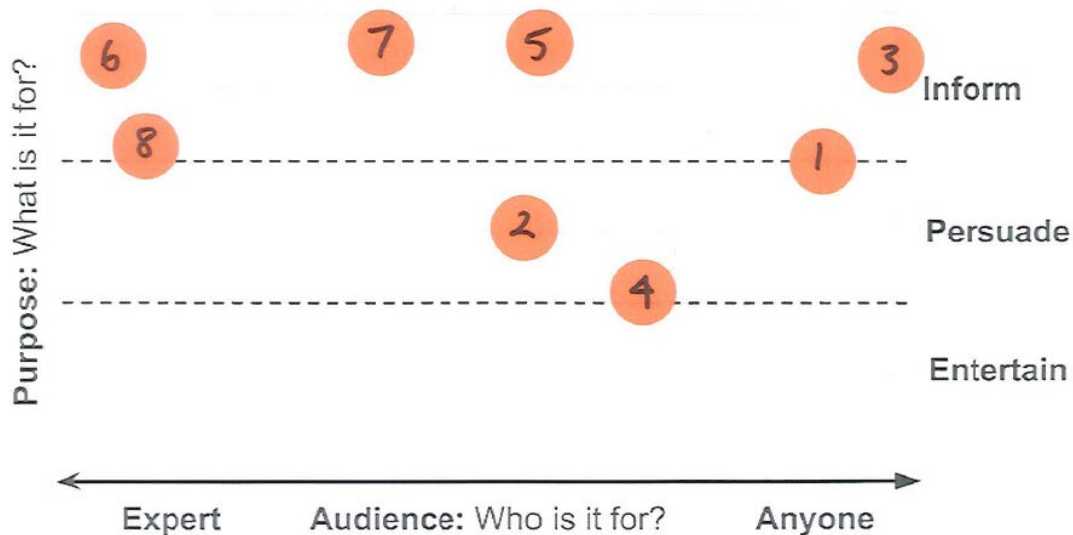
Lesson Outline:

1. Welcome students and sort them into 6 groups of 5. Each group will have a dedicated "research station." (<5 min)
2. Padlet activity (5 min)
 - a. Direct students to find their class date/time and comment on the post. Each post asks the question, "What was the last thing you researched?"
 - b. Talking points: we do research all the time! And you're probably already an expert in some kinds of research.
3. Introduce Purpose/Audience Concept Map (<3 min)

Instructions: There are no perfect right answers! This isn't an exhaustive list of information sources. You don't have to read them - just skim so that you can make an educated guess at audience and purpose. Some of the sources you may wish to visit in their entirety using the links at the bottom of the laminated card.

4. Students complete purpose/audience concept map (<10 min)

Students match the numbered stickers on their sheet to where they would place the item on the concept map. Here's an example map:



5. Discussion questions and ideas based on concept map (<10 min)

#1 Multimodal Huffington Post Piece: anybody - kinda fits all the boxes with entertain, persuade, inform. Written for the most general public audience but has a persuasive component. Students could also argue that the interactive graphics have an entertainment component.

#2: Viewpoint essay from opposing viewpoints: Persuasive - argues for a particular policy. Likely not written for just anyone but those with a focus on public policy or a more educated consumer.

#3: A news article: Public and inform. Can discuss the difference between informative reporting and other kinds of news information.

#4 Video: TED Talks are usually to persuade, entertain, and/or inform depending on the topic but of course there are other videos to entertain.

#5 NIMH Government Data: Not for everybody and not for experts. Probably somewhere in-between. Great for background information and for linking to lots of other sources. This one is presenting data/stats.

#6 Journal article: These are peer-reviewed by other experts and are communicating original research to other experts. Very niche.

#7 Encyclopedia article: Background information, great for an overview on a topic, usually written for general audience (like Wikipedia). In this case, the environmental encyclopedia leans more expert than other encyclopedias.

#8 Scholarly Book: Are they books written for other audiences? Yep! Books as an information source could be at any point on the continuum. The books in the boxes are all scholarly monographs designed for experts. Some of them have clear arguments and are persuasive.

Other discussion points: What information sources are missing from this sheet? Whose voices are absent?

6. *transition* Great! Now that we have talked about the audience and purpose, let's take a closer look at how we can evaluate the credibility and authority of sources.

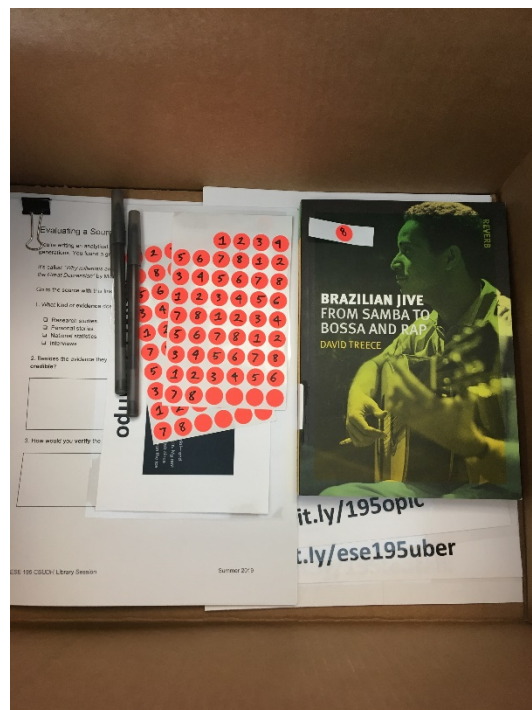
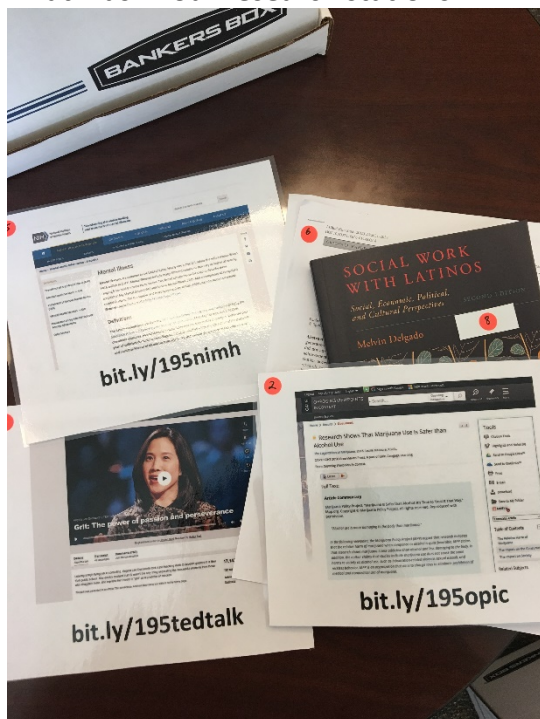
7. Evaluating a Source worksheet (10 min)

1. Ask students to split into smaller groups of 2 or 3 students and take out the Evaluating a Source Worksheet from their box.
2. Using the Michael Hobbes piece in their box, they will complete the worksheet. Stress that they don't need to read it in depth, just skim.
3. After about 5-6 minutes, pull the students back together to discuss their answers. Some possible discussion points are:

- Lateral reading strategies to verify information
- Format doesn't always indicate "credibility" the flashy colors and cheesy graphics do not reveal quality of content (and vice versa is true).
- Reporters are different than scholarly researchers but still have an expertise
- The citations in this article don't use a formal bibliography and MLA style. What do they use? Why do you think this source uses a less formal citation method?

8. Where you can get more help & student eval (<5 min)

What was in our research stations:



- #1 Multimodal news piece: <https://highline.huffingtonpost.com/articles/en/poor-millennials/>
- #2 an opposing viewpoints opinion piece from a Marijuana policy institute [proxied link removed – sub in your own opinion piece here]
- #3 a news article: <https://ktla.com/2019/05/29/contractors-like-uber-lyft-drivers-would-get-full-employee-rights-under-bill-passed-by-ca-assembly/>
- #4 a video: https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_p_erseverance
- #5 a government report from a website: <https://www.nimh.nih.gov/health/statistics/mental-illness.shtml>
- #6 a scholarly journal article [proxied link removed – sub in your own short article here]

- #7 an encyclopedia article from Gale Virtual Reference
- #8 an edited scholarly monograph on a variety of topics pulled from our stacks