



Brooklyn
Connections

**EFFECTIVE INTERNET
RESEARCH:
TWO-LESSON PLAN**

AIM:	The student will learn how to do effective internet research.
OBJECTIVE:	This two-class lesson plan leads students through a discussion of the difficulties of internet research; provides guidance on how to effectively pre-research; demonstrates online resources available for research through the Brooklyn Collection and Brooklyn Public Library; and guides students through assessment of the validity and relevance of an internet source. The student will be given tools to research independently.
MATERIALS: (Provided by Brooklyn Connections Educator)	<ul style="list-style-type: none"> • Brooklyn Connections Effective 2-part Effective Internet Research Prezi: http://prezi.com/y6130fwmm5z1/?utm_campaign=share&utm_medium=copy&rc=ex0share • Laptops or computer terminals for each student or for students working in pairs <p><i>Handouts / Graphic Organizers:</i> (all attached to this document except the optional Trustworthy Internet Sources handout, and the linked PDF below)</p> <p>CLASS ONE</p> <ul style="list-style-type: none"> • Do Now: Online Research (Handout) • Pre-Research Game Plan (Handout) <p>CLASS TWO</p> <ul style="list-style-type: none"> • Do Now: What’s True on the Internet? (Handout) • Intro to BPL’s Learning Resources & Online Databases website (handout: http://bline.brooklynpubliclibrary.org/comm/erc/Shared%20Documents/Handouts/Intro_BPL_LearningRes_and_Databases-Halfpage.pdf) • Using the Brooklyn Collection Online (handout) • Assessing Internet Resources (Handout) • Optional: Trustworthy Internet Sources handout
PROCEDURE:	<p>CLASS ONE</p> <ol style="list-style-type: none"> 1. Do now: Online Research 2. Discuss the challenges of internet research Ask students: what do you find most difficult when searching the internet? What do you find easiest? Where do you usually get started when you’re looking for information online? Touch on the following challenges: finding valid sources, relevant sources, finding specific information, not getting bogged down, knowing what’s true, etc. 3. Pre-research <ol style="list-style-type: none"> a. Why do you do pre-research? Creates a game plan and makes searching more organized

- b. How do you do pre-research? Talk the students through the Pre-Research Game Plan, allowing them to independently fill in their graphic organizer after talking through each section as a class.
 - i. *Research questions:* Think about the questions you have about your topic. What specific questions do you need your research to help you answer? [note: if the students have not yet learned much about their topic, it will be helpful to start the class by reading a secondary source about the topic.]
 - ii. *Keywords:* present the concept of keywords as search terms, rather than searching with whole sentences or questions. What words or phrases do they want to search for? What words can they pull out of the research questions they listed? Remind students that keywords provide different results depending on how they're organized: WWII vs World War Two, Indian vs Native American, etc. Students should mark down as many iterations of their topic as possible
 - iii. *Search strings:* Discuss ways of combining keywords using "AND" and "OR"; ask students to write out combinations of keywords they plan to try.
 - iv. *Databases to use:* Students will fill this out after a demo of relevant library resources
4. Online resource demo

NOTE: tailor this section to the topic students are covering. If BPL databases will not have relevant material, feel free to skip part A. If the Brooklyn Collection will not have much relevant material, feel free to skip part B.

 - a. BPL resources: provide a demo of accessing BPL's Learning Resources, walking through the handout "Intro to BPL's Learning Resources & Online Databases". Highlight one or two databases that will be relevant to the topic students are researching; have students write these at the bottom of the BPL Learning Resources handout.
 - b. Brooklyn Collection resources: Talk students through the "Using the Brooklyn Collection online" handout. Provide a demo of accessing online resources from the Brooklyn Collection, including historic photos, the Eagle, and any other relevant material.
 - c. Ask students to fill out, on their pre-research gameplan, two databases (or other types of online collections) they have just looked at that they want to explore for their research.
5. Independent Research: Provide students with time to follow through on their Pre-Research Gameplan. If time permits, create a discussion for the last ten minutes of class about what they found, how it met or did not meet their expectations, and how they might like to adjust their Gameplan based on results so far.
6. (optional) Exit Ticket: Have students reflect on the response they wrote

	<p>for their Do Now at the start of class; ask them to write down what advice they would give their friend now about where to start their online research.</p> <p>CLASS TWO</p> <ol style="list-style-type: none"> 1. Do Now: What’s True on the Internet 2. Discussion: Ask the students to share some of their responses about details they look for when evaluating whether information they see online is true. 3. Assessing Internet Resources handout: Present this to students as a tool for analyzing a website. 4. Group site analysis activity: navigate to a website you have pre-selected for this activity (one that is relevant to the topic this class is researching), OR do a google search you have pre-searched, based on keyword strings suggested in the previous lesson, and select one of the top results (that you have looked at previously to judge how well it will illustrate the activity). Go through the Assessing a Website sheet. Talk about the importance of taking notes, since the content on a website changes, and the importance of writing down all the possible citation information for the site so that they and others can find it again. 7. Databases vs. Web Searches: Ask the students for feedback on the differences they see between the databases looked at in the previous class, and the websites they’re looking at in this class. Discuss as a group the pros and cons of each kind of resource. 8. Independent Practice: Invite students to use their own keywords / keyword strings to independently find and assess a website. Provide a clean copy of the Assessing a Website worksheet for them to fill out on their own.
<p>DIFFERENTIATION:</p>	<ul style="list-style-type: none"> • For struggling students, allow more time for discussion and guided practice when assessing internet resources. • For advanced students, have them look at the Trustworthy Internet Sources Handout and choose a website that will be helpful for their project while explaining their reasoning. • If resources allow, have students go online and access sources. If no laptops or computer terminals are available, model research at the front of the room, describing everything you are doing as you navigate the web. • If only one class period is available, work through the first lesson of the two presented here, and provide the classroom teacher with the “Assessing a Website” handout to work through with students in another class period.

**C.C.S.S.
ADDRESSED:**

4th Grade

CCSS.ELA-Literacy.W.4.6 - 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 one page in a single sitting.

5th Grade

CCSS.ELA-Literacy.W.5.6 - 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.

6th Grade

CCSS.ELA-Literacy.W.6.6 - 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 three pages in a single sitting.

CCSS.ELA-Literacy.W.6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7th Grade

CCSS.ELA-Literacy.W.7.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.7.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple

print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8th Grade

CCSS.ELA-Literacy.W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9th – 10th Grade

CCSS.ELA-Literacy.W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research

question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

11th – 12th Grade

CCSS.ELA-Literacy.W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Name: _____



Do Now: Online Research

Imagine your friend needs to do research online for a project.
Where would you tell them to start?

Name: _____



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Where would you tell them to start?

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PRE-RESEARCH GAME PLAN

TOPIC:

QUESTIONS: Three questions I have about my topic are:

- 1.
- 2.
- 3.

KEYWORDS: Five (or more) words or phrases that I can use as search terms are:

COMBINING KEYWORDS: Three ways I could combine my keywords into search strings are:

GET STARTED: Two online databases I want to look at are:

Using the Brooklyn Collection online

What is the Brooklyn Collection?

We are an archive that documents the history of our borough. Our books, clipping files, maps, photographs, electronic resources and other materials bear witness to the ongoing life of Brooklyn.

Accessing the Brooklyn Collection online

Much of our archive is not digitized. However, you can learn about our collections, and view some of them, through our website.

1. Go to www.bklynlibrary.org
2. Click on **Learn** located on the upper left, and select **Brooklyn Collection** (it's near the bottom of the list that appears)

What can I do here?

- On the main Brooklyn Collection page, you can **Search Historic Photos** using the box at the right.
- Choose **Collections** on the menu bar in the center of the page. This provides links to **online resources**, including the **Brooklyn Daily Eagle** (newspaper)
- Choose **Collections** and scroll partway down; click on **Collection Guides** to see all of our **Finding Aids**

What is a Finding Aid?

A finding aid is a description of records in an archival collection. One archive will have many finding aids – one for each of its collections. A finding aid helps users understand what material is in the archive's collections, and how they can access it.



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Name: _____



Do Now: What's True on the Internet?

How do you decide if something you see online is true? What details do you look for?

Name: _____



Do Now: What's True on the Internet?

How do you decide if something you see online is true? What details do you look for?

ASSESSING A WEBSITE

Website Title:

Website URL:

What clues does the URL give?

- | | |
|---|---|
| <input type="checkbox"/> Company (.com) | <input type="checkbox"/> Educational (.edu) |
| <input type="checkbox"/> Government (.gov) | <input type="checkbox"/> Nonprofit (.org) |
| <input type="checkbox"/> Country-Specific (eg., .uk or .ca) | |

What is the purpose of this website?

- A personal web page
- A company or organization web page
- An educational or research website
- Entertainment
- Advertising or online shopping
- A social medial platform
- A web page for sharing ideas, opinions, or points of view
- Other: _____

Is this website:

- mostly facts
- mostly opinions
- a mix of both

Can you identify the author? Circle one: YES / NO

Who is the author:

Can you find the author's qualifications or expertise? Do they seem like an expert about this topic?

Rate the website by circling an answer to each question below, on a scale from 1 to 10.

A. Is the information relevant to my research question?

NO										YES
1	2	3	4	5	6	7	8	9	10	

B. Is the information up-to-date?

NO										YES	NO DATE
1	2	3	4	5	6	7	8	9	10		X

C. Is the website well-maintained, ie. are there any broken links?

NO										YES
1	2	3	4	5	6	7	8	9	10	

D. Does the website look professional?

NO										YES
1	2	3	4	5	6	7	8	9	10	

E. Is the information written in a professional style (well informed and no spelling mistakes)?

NO										YES
1	2	3	4	5	6	7	8	9	10	

F. Is the information objective and unbiased?

NO										YES
1	2	3	4	5	6	7	8	9	10	

In one or two sentences, describe or summarize the information presented on this website:

Final Verdict: Is this website useful for your research?

Intro to BPL's Learning Resources & Online Databases

What are Databases?



BPL subscribes to dozens of online databases. These resources are encyclopedias, collections of newspaper and journal articles, test preparation materials, job searching tools, business directories, and much more. Normally, these databases would cost money to access, but if you have an active BPL card and an Internet connection, they're yours for no extra cost.

Accessing BPL's Learning Resources & Online Databases

1. Go to www.bklynlibrary.org
2. Click on **Learn** located on the upper left, and select **Learning Resources**.
3. Select a database. You can also browse by subject under the drop-down list, or you can search for databases by keyword in the descriptions.
4. If you're accessing these databases from outside the library, you'll be prompted to enter your 14-digit barcode on the back of your library card and your 4-digit PIN.

Suggested database(s):

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Suggested database(s):

Why not just Google it?

If you're looking for fast facts, like phone numbers, directions, or sports scores, then using a search engine like Google makes sense. If you're looking for a quick introduction to a topic, Wikipedia can be a great resource. However, if you need reliable information for a research paper, work-related project, or an important decision, we recommend using our Online Databases. The following chart explains how Online Databases can be more helpful than a Google search:

Search Engines	Online Databases
Search engines do not evaluate the trustworthiness of the websites that show up in their search results.	Databases search for information from generally trusted sources, including encyclopedias, journals, and reference works.
Search engines do not retrieve the full-text articles of many journals and encyclopedias.	Databases can access full-text articles from many publications that are not otherwise available online.
Search engines (and the websites they link to) do not always contain citation information, like author and date of publication.	Databases almost always provide citation information.
Search engines do not reliably filter content based on audience or topic.	Databases often specialize in content for specific audience (e.g., students) or topic (e.g., health).

Why not just Google it?

If you're looking for fast facts, like phone numbers, directions, or sports scores, then using a search engine like Google makes sense. If you're looking for a quick introduction to a topic, Wikipedia can be a great resource. However, if you need reliable information for a research paper, work-related project, or an important decision, we recommend using our Online Databases. The following chart explains how Online Databases can be more helpful than a Google search:

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Search engines do not retrieve the full-text articles of many journals and encyclopedias.	Databases can access full-text articles from many publications that are not otherwise available online.
Search engines (and the websites they link to) do not always contain citation information, like author and date of publication.	Databases almost always provide citation information.
Search engines do not reliably filter content based on audience or topic.	Databases often specialize in content for specific audience (e.g., students) or topic (e.g., health).