TPS Cotsen / UCLA Lab School Primary Source Lesson

Evaluating Sources: Diving Horses of Atlantic City

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Grade level recommendation: 5th and 6th grades

Time required: three(3) 45-minute sessions

Overview

Students are being asked to quickly understand and evaluate information from an overwhelming number of sources. Knowing that not all information is equally useful or credible is essential, especially as students rely more and more on online information sources. Students should discover why people create and share information and that the purpose of a piece of information can affect its credibility. This lesson asks students to evaluate the purpose of four different pieces of information about the same topic: Diving Horses of Atlantic City.

Objectives

- Identify the reason why certain sources of information are created.
- Consider that reason in evaluating the source.
- Learn to analyze and interpret information from a variety of sources.

Standards

CALIFORNIA CONTENT STANDARDS

Model Library Standards

- **Grade 5: Standard 2 Students Evaluate Information**

    2.2   Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:

    a. Describe how media resources serve as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture.

    b. Identify and assess evidence that supports the main ideas and

concepts presented in texts.

- **Grade 6: Standard 2 Students Evaluate Information**

    2.2   Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:

    a.   Identify how visual language creates an impression for the viewer (e.g., angle, lighting, special effects, camera movement).

    b.   Recognize the importance of the publication date as an indicator of information currency.

    c.   Explain the authority, timeliness, and/or accuracy of specific information resources.

International Society for Technology in Education (ISTE) Standards for Students

- Standard 3b Knowledge Constructor

    Students evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources.

Topic

Information Literacy

Credit for Primary Sources

"Rare video of the Diving Horse from Steel Pier in Atlantic City.: *Facebook,* uploaded by Watch the Tram Car, 224 Feb. 2018, www.facebook.com/watch/?v=1730656800326709. Accessed 27 Oct. 2020.

Credits for Secondary Sources
(These sources also include primary materials)

Harness, Cheryl. "Splash!" *Nonfiction Minute,* Ink Think Tank, 27 Feb. 2020, www.nonfictionminute.org/the-nonfiction-minute/splash. Accessed 27 Oct. 2020.

"The High-Diving Horses That Risked Death to Entertain People." *YouTube,* uploaded by The Story Behind, Google, 19 Mar. 2019, www.youtube.com/watch?v=CBVyxfhADoA. Accessed 27 Oct. 2020

Patowary, Kaushik. "The Diving Horses of Atlantic City." *Amusing Planet,* 13 Nov. 2017, www.amusingplanet.com/2017/11/the-diving-horses-of-atlantic-city.html. Accessed 27 Oct. 2020.

Additional Source
"InfoZones." *Checkology*, News Literacy Project, 2020, get.checkology.org/lesson/infozones/

Conceptual Links to Prior Understanding and Knowledge

Before beginning this lesson, students should have previously gone through the InfoZone lesson from Checkology, a platform for students to learn and develop news literacy and media literacy skills.

Preparation

Materials

- List of the Checkology Six Zones of Information
- Links to the primary and secondary sources. These sites, which include materials that were created for different purposes, were chosen to stimulate student discussion and thinking.
- Inquiry journal

Procedure

Lesson

Day 1

Assess for prior knowledge. Ask students what they remember about the Checkology Zones of Information. Students should remember the six primary purposes of information: Entertain, Document, Sell, Provoke, Inform, and Persuade. Students do a quick write in their journal and then discuss the differences between the zones. Have them give examples of websites they know that have been created for these different purposes. Ask them why they think it matters to understand why information was created in order to evaluate it? After this discussion, be sure students have a list of the six zones available to them. They can write the zones in their journals or use the handout of the list of the six information zones.

Share the Ink Think Tank "Nonfiction Minute Splash" by Cheryl Harness
https://www.nonfictionminute.org/the-nonfiction-minute/splash

Have students read the article and discuss the zones of information. After the discussion, ask students which zone they would put this article in and why.

Have students do a quick jot in their journal about the article and why they placed it in a particular zone. Many may decide this article was created to entertain.

Day 2

Have students watch "Rare video of the Diving Horse from Steel Pier in Atlantic City"
https://www.facebook.com/watch/?v=1730656800326709

Have students watch the video and discuss the zones of information. After the discussion, ask students which zone they would put this video in and why.

Have them compare the video to the website from Ink Think Tank Nonfiction Minute that they had looked at on Day 1. They can discuss the differences. Many may decide this video was created to document.

Have students watch "High Diving Horses that risked death to entertain people"
https://www.youtube.com/watch?v=CBVyxfhADoA

Have students watch the video and discuss the zones of information. After the discussion, ask students which zone they would put this video in and why.

Have them compare this video to the previous video and article. After the discussion, ask students which zone they would put this video in and why. Have students do a quick jot in their journal about their impressions of the two videos. Many may decide this video is trying to persuade the audience. Also ask students if they would like to revise their thinking about the zones for the previous sources.

Day 3

Have students read "Diving Horses of Atlantic City" on the website Amusing Planet.
https://www.amusingplanet.com/2017/11/the-diving-horses-of-atlantic-city.html

Have students read the article and discuss the zones of information. After the discussion, ask students which zone they would put this article in and why.

Ask students to think about whether or not they would like to revise their thinking about the previous sources. Have them write in their journal comparing and contrasting all four sources. Many may decide this article is trying to inform the audience.

Ask students to reflect on what they believe about the importance of evaluating sources and then write their ideas down in their journals.

Differentiation

Each day, students who have recorded their thinking in their inquiry journal may choose to find another website that is an example of information created for the same purpose. For students who need more support, the teacher will have a conversation with them to support them in observations, reflections and questions.

Extensions
Students can create a presentation for younger students that explains the zones of information.

Assessment
- Student discussion
- Journal entries that compare and contrast the four sources