Brooklyn Emerging Leaders Academy

Daily Instructional Lesson Plan

U3.L2- Text Formatting with HTML & Image Editing **[Week 1]**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Teacher(s) | Edwin Jaquez | Course | | Web Development | | Unit Title | [Unit 3 - Planning, Developing and Coding | Solo Project#1](https://docs.google.com/document/d/1LUyInzeesRqzMQMZ01vvR30aIsRWnCMpoaaf0o8bra8/edit) |
| **U3.L2- Text Formatting with HTML & Image Editing** | | Dates | | **B Days** | | Time | **80 Minutes** |
| Objectives: | | | | | | | |
| * **Understand how to format displayed text on a website by using the following elements:**   + Bold <b> , Strong <strong>, Italics <i>, Emphasize <em>, Line Break <br>, Horizontal Break <hr> * **Understand how to determine a credible website**   + Locate reliable sources online   + Evaluate digital sources for reliability and bias   + Identify common reasoning errors when approaching digital information | | | | | | | |
| Assessment—Exit Ticket Questions | | | | | Student Exemplar Responses to the Exit Ticket Questions | | |
| Students complete the Exit Ticket via Google survey.   * What are some of the things to look for when determining credible sources on the internet? | | | | | Students may share:   * Date * Author biases * Reputable site|Organization | | |

|  |  |
| --- | --- |
| Lesson Methods | |
| Activating Strategy/Hook | Time: **10 minutes** |
| What makes an online source reliable?  How do we identify bias and avoid thinking errors when evaluating online information? | |
| Lesson Lecture | Time: **20 minutes** |
| * This lesson addresses the importance of locating and verifying reliable sources when working with online information. Students will compare and contrast different sources on the same topic and think about what makes one source more reliable than another. They will then work collaboratively to develop a checklist of questions for source evaluation. * Students will also zero in on the significance of evaluating sources for bias. They will learn to identify the author’s or designer’s purpose in online information and use this skill to search out biased viewpoints. Students will react to sources presented online and identify common reasoning errors in reactions to digital information.   [***YouTube Video***](https://www.youtube.com/watch?v=q1k8rcYUmbQ)  **Read the following text as a class: [**[**Click Here**](https://drive.google.com/open?id=1vSF3tBnhOkZ1hxgTL5nj7JSlyo5P__TE)**]**  ***Procedure***  **COMPARE AND CONTRAST**  1. Explain to your students that you are going to have them look at two to three different websites about school lunches and consider the information presented. Explain that all of these sites came from a basic search of the words “school lunch.” Give them printouts or screenshots of two to three of the following webpages:   * [National School Lunch Program](https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp) * [USDA Shifts Obama-era School Lunch Guidelines](http://www.cnn.com/2017/05/02/health/school-lunch-changes/index.html) * [School Meal](http://en.m.wikipedia.org/wiki/School_meal)   2. Give students 10 minutes to scan the information on the printouts or screenshots you have shown them.  3. Have students work in partnerships or small groups to complete the Choosing Reliable Sources Venn diagram worksheet comparing and contrasting the sources they have reviewed. Where the circles don’t overlap, students should write details that tell how the web pages are different. Where the circles overlap, they should write details that tell how the web pages are alike. Encourage students to think about the information conveyed through photographs and other images as well as text. If your students are unaccustomed to working with Venn diagrams, you can do this activity as a whole group.  **If students need help finding similarities and differences, you can use the following questions to aid their work:**   * When was each page created or updated? * What is similar or different about the images on each page? * What is the main idea or reason behind each page? * What seems to be the author’s purpose on each page?   **DEVELOP A CHECKLIST**   1. Bring your students together. Explain that different sources online present different information, even about the same topics. As students work with online information, they should think about which sources are the most reliable. 2. Provide students with a definition of the term reliable. Write “Our Reliability Checklist” on the board, and have students offer ideas for questions they might ask themselves when evaluating the reliability of a source. If your students have trouble getting started, you can model questions for them:   **Who wrote this source?**   * What was the purpose of the author who wrote this source? * What other sources does this source reference? * Does this source say the same things as other sources? * Does this source echo what I know from personal experience?  1. You can keep this checklist posted in your classroom or type it up for students to put in notebooks or on their walls at home. 2. Have students answer the questions for the websites they reviewed and choose which of the two or three sources is most reliable. You can do this as a class or in small groups.   **Introduction to the tags:**  *Bold <b> , Strong <strong>, Italics <i>, Emphasize <em>, Line Break <br>, Horizontal Break <hr>*  **[Live Demo]** | |
| Work Period | Time: **40 minutes** |
| **Unit 3 Project Work Time:**   * Students should pull up the calendar and ensure they’re staying to their plan. * Teacher supports students as they develop their websites. | |
| Closing/Exit Ticket | Time: **10 minutes** |
| Students complete the Exit Ticket via Google survey.   * What are some of the things to look for when determining credible sources on the internet? | |