



## Evaluating a Website

<b>Curriculum Area(s):</b> Reading	<b>Grade Level:</b> 4
<b>Time Required:</b> 2 – 50 minute sessions	<b>Instructional Groupings:</b> Pairs or small groups
<p><b>Standards:</b>            RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	
<p><b>Materials:</b> Internet, computer (at least one access point for each pair or group of students), art supplies (colored pencils or markers, construction paper, scissors, old magazines, scissors, paste or tape)</p>	
<p><b>Overview:</b> To guide students in evaluating websites for accuracy and reliability.</p>	
<p><b>What will I differentiate?</b> The closure activity</p>	
<p><b>How will I differentiate?</b> By accommodating students with limited ability to participate in an art project</p>	
<p><b>As a result of this lesson/unit, students will...</b></p>	
<p><b>Understand:</b> Can students explain why it is important to evaluate websites for accuracy and reliability?</p>	
<p><b>Know:</b> Basic computer skills  <b>Vocabulary:</b> website, URL, accuracy, reliability</p>	<p><b>Do (Skills):</b> Refer to specific examples from text as evidence.            Infer meaning from website content.</p>
<p><b>Pre-Assessment:</b> Students will answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Have you used websites before? What did you use them for (school work, games, shopping, or something else)?</li> <li>2. Is it important to evaluate websites before you trust their content? Why or why not?</li> <li>3. Name two ways you can evaluate websites.</li> </ol>	
<p><b>Steps in the Lesson:</b></p> <ol style="list-style-type: none"> <li>1. The teacher will give a short explanation of the importance of evaluating websites for accuracy and reliability before trusting their content. The terms <i>accuracy</i> and <i>reliability</i> will be defined.</li> </ol>	

2. Students will then be instructed to type in the URL for the CIA World Factbook website: <https://www.cia.gov/library/publications/the-world-factbook/> (The teacher should remind students of the definitions of the vocabulary words *website* and *URL*.)
3. The teacher will explain that the CIA World Factbook website is an example of an *accurate* and *reliable* website. Students will have 20 minutes to explore the website and should complete the attached worksheet.
4. After returning to the large group, students should brainstorm reasons the CIA World Factbook is an accurate and reliable website. The teacher should guide the discussion and list students' reasons on the board.
5. The teacher should summarize the reasons, making sure to emphasize that: *Accuracy* means that the information is correct and can be checked in another source (like an encyclopedia). *Reliability* means that we can trust the source (in this case because it is a government website).

**Differentiation:** Students who have difficulty participating in the closure activity can create their country collage digitally or can use images from old magazines instead of drawing.

**Closure Activity/Wrap-up:** Students return to the home page and choose any country represented. After reading the various facts presented about the country, each student should create a country collage. Using one sheet of construction paper and art supplies, the student should represent the information available about the chosen country visually without words (for example, by reproducing the flag and by depicting the country's industries, weather, natural resources, and so on).

**Post-Assessment:** Students should write a paragraph to answer each of the following questions:

1. Why is it important for a website to be *accurate*?
2. Why is it important for a website to be *reliable*?

**Additional Resources:** Other accurate and reliable websites for further exploration:  
ChooseMyPlate (<http://www.choosemyplate.gov/>)  
ESPN (<http://espn.go.com/>)  
your local library or college/university website

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Evaluating Websites: CIA World Factbook

Follow the instructions below to explore the CIA World Factbook website (<https://www.cia.gov/library/publications/the-world-factbook/>) and to answer to the questions.

1. Click on North America. Choose on a country *other than the United States*, and click on it. What country did you choose?

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2. Click on the map of the country. What is the capital? How do you know?

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3. Click on the tab that says “---Select a Country or Location---“ at the upper right of the screen. Choose a country whose name starts with the same letter as your teacher’s last name. What country did you choose?

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4. Look through the available information about the country to provide the following facts:

Continent the country is on: \_\_\_\_\_

Language(s) spoken: \_\_\_\_\_

Something else you found interesting: \_\_\_\_\_

5. What resource could you use to confirm the facts you listed above?

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6. Go back to the home page, and scroll to the bottom of the page. How often is this website updated?

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7. Who is in charge of this website? How do you know? Is the author a trustworthy source?

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8. Name two reasons you might use this website in the future.

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