Title of Lesson: *Choose a title that actually describes what the lesson is about.*

Describing Your Sources: Looking for the Right Phrase

Author(s): *Your own name and the names of any co-authors*

Colleen Abbott

Purpose: *This is where you tell why this lesson might be important and perhaps who the lesson is aimed at.*

This lesson does several things – it introduces sources that you want students to know about and teaches them the acronyms that are commonly used to describe these sources. It also teaches the important skill of developing a brief description that can be used in both articles and conversation and asks students to become aware of the relevant websites.

Tags: *Try to use tags that come from our standards as well as tags that name the strategies you use, e.g. read aloud or think-pair-share. Separate each tag with a comma.*

sources, attributions, acronyms, credibility, accuracy, searching

Chapter: *Check any chapters where this lesson might fit.*

	Chapter 1: Science Literacy: The Big Picture
	Chapter 2: Science Journalism Goes to School
	Chapter 3: Can I do this? Frequently Asked Questions
	Chapter 4: Science Journalism Standards
	Chapter 5: Setting the Stage by Modeling
	Chapter 6: Finding a Topic or "What's Your Angle"?
X	Chapter 7: Finding and Keeping Track of Credible Sources
	Chapter 8: Original Reporting: Interviews and Surveys
	Chapter 9: Just the Facts, M'am: Contextualization and Accuracy
	Chapter 10: Writing and Revision
	Chapter 11: Responding to Student Work
	Chapter 12: Writing More or Less

Time: *Be general and use minutes as your unit,, e.g. 10 minutes. NB: a 10 minute lesson might be 5 minutes or 15 minutes. Don't say a class period since class length varies. Rather, say 45-50 minutes, for example. If a single lesson can be broken up to stretch over several days, say so.*

15 minutes

Materials: *If the materials are accompanying texts, attach them or give a url rather than cutting and pasting.*

A list of credible sources -- acronyms are fine-- that you would like students to know about before leaving your class.

Description: *Here is the heart of the lesson. It may be vague or highly detailed, depending on the author.*

Tell students:

When writing your SciJourn articles, you will need to attribute (tell the source for) the information you provide. Those attributions also need short descriptors in order to inform your audience about why these sources are credible. For the following acronyms or organizations, write out the full name of the organization and provide a short description to clue in your audience to how why this organization is a credible site that supports science understanding. There may be other organizations/associations that use these acronyms, but you should choose the organization that would be the most credible source for a science attribution.

Please include the official title of the organization, the acronym it uses, its url, and a very short description of the group.

Example:

The United States Census Bureau (http://www.census.gov/) collects information and provides up-to-date data about the American population and economy.

NB: This list was generated by an agriculture teacher. Your own list may be targeted differently.

1. CDC

2. NIH

3. NSF

4. HSUS

5. Sierra Club

6. Farm Bureau

7. MDC

8. USDA

9. ACS

10. www.cancer.org

11. EPA

12. NOAA

13. www.mayoclinic.com

14. NFU

15. SSP

16. NWF

17. NWS

18. FDA

19. WHO

20. UNICEF

Teachers' Key

1. Centers for Disease Control

2. National Institutes of Health

3. National Science Foundation

4. Humane Society of the United States

7. Missouri Department of Conservation

8. United States Department of Agriculture

9. American Chemical Society or American Cancer Society
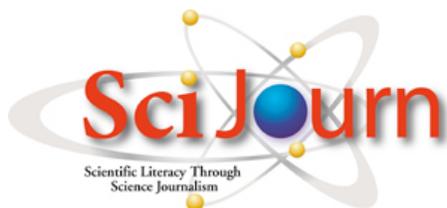
10. American Cancer Society

11. Environmental Protection Agency

12. National Oceanic and Atmospheric Administration

14. National Farmers' Union

15. Society for Science & the Public

16. National Wildlife Federation

17. National Weather Service

18. Food and Drug Administration

19. World Health Organization

20. United Nations Children's Fund (United Nations International Children's Emergency Fund)

Extension: *This is the place to add riffs—other ideas or substitutions or continuation activities.*