

Name Topic



Area of Investigation

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| SOURCE | Title: | Location: [The information recorded here should help locate the source. It can be a URL, the title of a magazine or newspaper, the name of a library, etc.] | |
| # [This unique number will be used for referencing] | Author: | Text Type: | Publication Date: |

STEP 1: Students look for and record basic information about the source. This information will be used for referencing purposes, as well as a first step in approaching and understanding the text. The teacher will be able to check that all the information is recorded.

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| <p>General Content / Key Ideas / Personal Comments:</p> <p>STEP 2: Students take personal notes to keep a record of general information about the source (e.g. first impressions, key content and ideas, relevance to research). Then students make connections between the content of the source and their Inquiry Questions, and note the reference of the Inquiry Themes that are addressed by this source. <u>The teacher will be able to assess how the students capture essential information in a few words about a source, and how they connect them to their Inquiry Questions.</u></p> | <p style="text-align: center;">Connection to Inquiry Paths</p> <p>[Use this box to record references to Inquiry Paths that are addressed in this source]</p> |
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|--|---|---|
| Credibility: [] High [] Medium [] Low | Relevance/Richness: [] High [] Medium [] Low | Accessibility/Interest: [] High [] Medium [] Low |
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STEP 3: Students use the Assessing Sources handout to think more deeply about the source and assess its credibility, richness and interest. Based on this assessment, students rate the source for future reference. These ratings as well as their personal comments will help students select the most suitable sources and decide which ones they will close read and make EBCs about. The teacher will be able to verify that students have assessed the source.