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**TUSK EDUCATION**

**INCLUDES:**

1. **LESSON PLAN**
2. **SEARCH ENGINE GUIDE**
3. **CRITICAL THINKING RUBRIC**

**LESSON PLAN**

**Title:** Navigating TUSK: Understanding the difference between TUSK Search Engine vs. other search engines

**Grade Level:** 6-12

**Subject:** Technology/Computer Science

**Duration:** 60 minutes

**Objective:**

- Students will understand the purpose and function of TUSK search engine.

- Students will learn effective strategies for conducting web searches with the option of choosing their own political perspective.

- Students will evaluate the credibility and reliability of search results using the guides provided.

**Materials:**

- Computers or tablets with internet access

- Projector or large screen for teachers to demonstrate

- Handouts: Sample search queries, evaluation criteria for search results

**Procedure:**

1. **Introduction (10 minutes):**
2. Begin by discussing with students the concept of search engines. Ask them if they have used search engines before and what their experiences have been with various search engines out there.
3. Explain that search engines are tools used to find information on the internet so students can think and learn objectively. They index websites and provide relevant results based on search queries.
4. **How TUSK Search Engine Works (15 minutes):**
5. show one page instruction sheet (attached) education.tusksearch.com
6. Use teachers screen or classroom projector to demonstrate TUSK using the instruction guide. Show how to enter a search query and discuss how search engines use algorithms to rank and display results.
7. Explain the importance of keywords and how search engines match them with relevant content on the web.
8. Discuss the concept of search engine optimization (SEO) and how websites try to improve their ranking in search results.
9. **Effective Search Strategies (20 minutes):**
10. Provide students with handouts containing sample search queries to compare and contrast different search engines. Ask them to work in pairs or small groups to brainstorm effective search strategies for each query and objectively evaluate the differences in the multiple search engines.
11. Encourage students to think about using specific keywords, using quotation marks for exact phrases, using advanced search options, and evaluating the credibility of sources.
12. **Evaluating Search Results (10 minutes):**
13. Discuss with students the importance of critically evaluating search results for credibility and reliability.
14. Provide handouts with evaluation criteria for search results, including factors such as source credibility, relevance, currency, and bias. (attached)
15. Show examples of search results and discuss how to apply the evaluation criteria to determine the reliability of each result.
16. **Conclusion and Reflection (5 minutes):**
17. Wrap up the lesson by summarizing key points about TUSK, effective search strategies, and evaluating search results.
18. Ask students to reflect on what they've learned and how they can apply these skills in their academic and personal lives to be critical thinkers.

\*\*\*Extension Activity: **Web Browser Scavenger Hunt**: Provide students with a list of tasks to perform using a web browser, such as opening a new tab, clearing the browsing history, or using incognito mode. The first student or group to complete all the tasks wins a small reward.

This lesson plan is designed to enhance students' understanding of digital literacy and awareness, with a specific focus on web browsers across different devices. It aligns with the ISTE Standards for Students, emphasizing the development of critical digital citizenship skills.

(SEE RUBRIC WORKSHEET ATTACHED)

**RUBRIC:**

**Evaluating Search Engines**

**(USE ONE WORKSHEET PER SEACH ENGINE)**

**Diversity of Sources. Search results include:**

 (rate 1-4 --- 1 meaning needs improvement -4 meaning excellent)

a. Wide range of diverse opinion articles in search: \_\_\_\_\_\_

b. A variety of sources: sources representing multiple different perspectives with at least two sources: \_\_\_\_\_\_\_\_

c. Different perspectives in search: \_\_\_\_\_\_\_

d. Search may be biased: \_\_\_\_\_\_\_

e. Diverse viewpoints towards different ideologies in search: \_\_\_\_\_\_\_

**Search Results Relevance to Query:**

(circle the ONE that applies)

Highly relevant

 Mostly relevant

Somewhat relevant to

Not relevant

**Objectivity and Search Result:**

 (rate 1-4 ------- 1 being needs improvement 4 being excellent)

Search results present lack of bias:\_\_\_\_\_\_\_\_

Search results provide information with subtle bias:\_\_\_\_\_\_\_

Search results present multiple viewpoints without promoting a specific agenda or bias: \_\_\_\_\_\_\_

Search results are mostly objective without any biases present: \_\_\_\_\_\_

Search results were 100% objective without exhibiting or promoting opposing views:\_\_\_\_\_\_\_\_

Search results were 100% unbiased:\_\_\_\_\_\_\_

Search results were pure in nature showing all viewpoints:\_\_\_\_\_\_\_\_

**Currency of information the search results provided:**

(Rate 1-4 ------- 1 – needs improvement; 4 – excellent)

1. Up-to-date and recent\_\_\_\_\_\_\_
2. Mostly up-to-date but contain some outdated information relevant to the query:\_\_\_\_\_\_\_
3. Outdated and irrelevant: \_\_\_\_\_\_\_

**Transparency: Search engine provides:**

 (Circle TRUE or FALSE):

Clear Information:

TRUE FALSE

 Lacks transparency in some aspects:

TRUE FALSE

 Lack transparency in how search results are generated:

TRUE FALSE

 Not clear on how search results are generated making it difficult to access transparency:

 TRUE FALSE