

Checking Whether Sources Are Independent

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U2.2

WHAT THIS LESSON DOES

Learn how to tell if sources supporting a claim are truly independent or just copies of each other. Sort examples in class and then apply independence checks to your own investigation claim by recording your evidence.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M4.U2.2	Compare information from various sources in order to evaluate its reliability, validity, accuracy and authority.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Cross-check a claim across multiple independent sources
- Spot when sources are copies of each other rather than independent verification
- Record independence checks for one factual investigation claim

BEFORE THE BELL

- Print backup copies of the source situation cards for the sorting activity and keep them in the room folder, in case the board interactive fails.
- Have the independence diagram ready for the key-concepts walk-through.
- Prepare three labelled source cards for the board-only worked example (official guidance, news rewrite, blog copy).
- Have `img_intro_claim_chain` ready to show on the board.
- Have `img_independence_concept` and three labelled source cards ready for the board walk-through.
- Open the drag-sort on the board before this step. Keep printed backup cards in the room folder.
- Leave the Common Issues table visible on the board during independent practice.
- Project the blank template and build the live model file once in OneDrive or Drive before the clock starts. Have two fallback URLs ready for strugglers.
- No extra materials, collect three quick shares including partial-work answers.
- Spot-check that `sm4_independence_check` files exist before dismissal.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Independent or copied?
2 min	content	Common issues
25 min	activity	Independent practice
5 min	content	Reflection
2 min	summary	Lesson summary

TEACHING MOVES

- Reveal the worked example as three source cards on the board one at a time, so the class follows the reasoning rather than reading a block of prose.
- Talk each drag-sort card through with the whole class before anyone touches the interactive, because the disagreement is where the thinking happens.
- Build sm4_independence_check live in OneDrive or Drive before students start, so they have a structure to copy.
- Circulate the room to check that the claims students picked are factual rather than preferences.
- Keep the reflection to three quick, specific shares, and invite partial-work answers so students who ran out of time still contribute.

WHAT TO WATCH FOR

- Assuming repeated claims across pages are independent, direct students to check origins and original evidence.
- Choosing preference claims instead of factual ones, prompt for verifiable statements that can be true or false.
- Not completing the independence record, the template in the student step is filled in even when every source turns out to be dependent.

DIFFERENTIATION

- Support: the class claim is already on the student page; add two pre-supplied URLs for it if a student cannot get a hunt started.
- Support: allow paired discussion during the sorting activity.
- Extension: require an additional ownership check under each source.