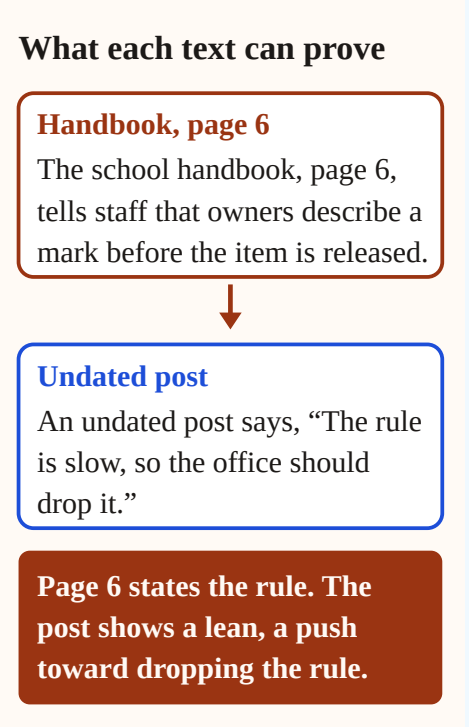
English Language Arts 10-1

Unit 3: Manage ideas and information

Evaluating sources

Two sources with different purposes

- Handbook, page 6. The school handbook, page 6, sets a rule for the lost-and-found: an owner describes a mark on a lost item before staff release it.
- Undated post. An undated post says, “The rule is slow, so the office should drop it.”
- Page 6 states the rule. The post shows a lean, a push toward dropping the rule.



Source reliability checks

- A credible source shows who made it and when.
- Completeness asks whether the count or the example is there.
- Bias is the lean: the post wants the rule dropped.

Key terms

credibility

The reason a reader trusts a source, such as a named role, a date, and a count you can check.

bias

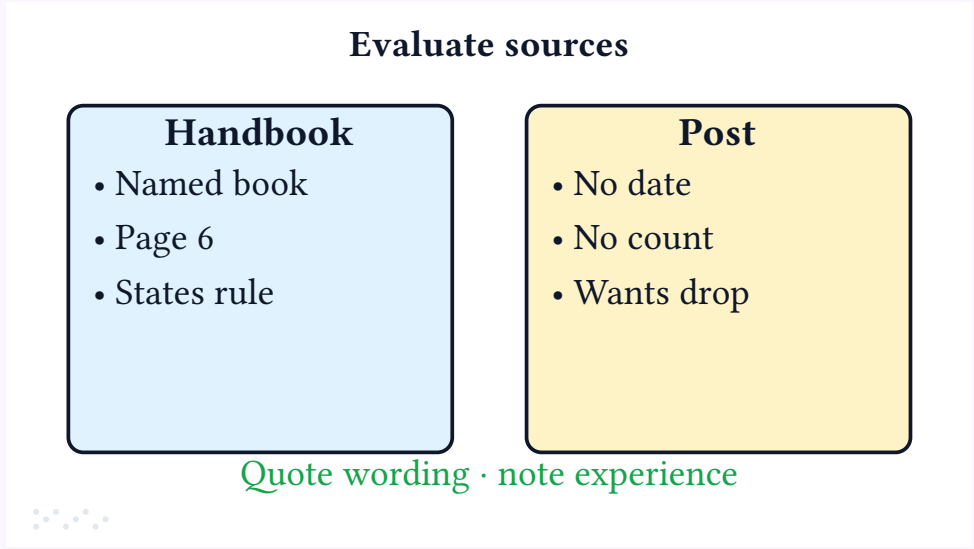
A lean in a source, such as a post that wants the rule dropped and leaves out the return count.

currentness

How recent the information is, judged by the date on the page or the interview.

Five source checks

- Handbook: named book, page 6, states the rule, little lean, fits the what-is-the-rule question.
- Post: no date, no count, wants the rule dropped.
- Use the handbook for the wording. Use the post as one student's experience of slowness.



Example

- On 3 October, clerk R. Nguyen said, “We returned 42 items in September after a description.” A hall rumour with no name says, “Nobody ever gets a glove back.”
- The clerk can support a count for this office in September. The rumour shows a story students tell, and it gives no date and no count.
- Bias: the rumour leans toward the idea that the office fails.

Source practice

- On 9 October, Coach Nguyen, a certified canoe instructor, said, “Most tips happen when paddlers stand.” A chat message with no name says, “Life jackets are a hassle.”
- Say what each source can support about canoe safety.

Review

- On 2 October, clerk P. Adeyemi said, “Late slips fell from 30 to 18.” An unsigned note on the same board says, “The new bell is unfair.”
- Say what each source can support, and name any lean.