

## Wednesday, December 5th, 2018

### Mixed Media

### Digital Literacy and National Citizenship

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#### Standards

**CCSS 11-12 RI 6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text Maryland English Language Arts

**CCSS 11-12 RI 7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Maryland English Language Arts

**CCSS 11-12 RI 10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. Maryland English Language Arts

**CCSS 11-12 SL 1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Maryland English Language Arts

**CCSS 11-12 SL 2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Maryland English Language Arts

**CCSS 11-12 SL 3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Maryland English Language Arts

**CCSS 11-12 SL 5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Maryland English Language Arts

**CCSS 11-12 L 1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Maryland English Language Arts

**CCSS 11-12 L 2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Maryland English Language Arts

**CCSS 11-12 W 4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Maryland English Language Arts

**CCSS 11-12 W 7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Maryland English Language Arts

**CCSS 11-12 W 10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Maryland English Language Arts

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#### Objective & Blooms Taxonomy Level

Students will be able to identify the importance of fact-checking information online.

Students will demonstrate their ability to discern between real and "fake" news.

Students will be able to articulate the relationship between political or social decisions and information or disinformation online.

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## Materials

- Smartboard
  - Computers (if available)
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## Procedures

### Anticipation Guide:

Read the following quote and consider its meaning:

"An educated citizenry is a vital requisite for our survival as a free people."

You may paraphrase, explain or otherwise respond to the quote in your notebook.

(After students have had an opportunity to read and review the quote and respond to it in writing.)

Let's talk about this quote. What does it mean? (Elicit responses from students. They should come to understand that the quote claims that in order for our democracy to exist, the people or citizens need to be educated.)

What's interesting about this quote is that it's often attributed to Thomas Jefferson, but according to the [Thomas Jefferson Encyclopedia](#) although it does reflect his views, he never actually said this. Why is this ironic? (A quote about educated citizens is wrongly attributed).

Today we're going to look at the intersection of digital citizenship and our national citizenship. Often we talk about how important it is to vote and we have all seen articles on facebook, instagram or twitter that purport to tell us something that is newsworthy.

Today we're going to discover how to look at information that we find on online and determine whether or not it is reputable or not.

First, let's look at what digital literacy is. What does it mean to be literate? (Elicit responses from students).

What does it mean for something to be digital? (Elicit student responses?)

So, what can we suppose about what it means to be digitally literate?

### Reading/Viewing:

Let's compare our supposition about what it means to be digitally literate according what some experts have to say.

View "[Introduction to Digital Literacy](#)" from Media Smarts.

Looking at this video, what are some of the key ideas that you take away? (Media is connected--no real start or end point; media is constructed for a purpose; Need to know how to access; create; analyze; evaluate media)

### Reflecting:

Before we move on, let's consider what we're learning in the context of the quote we started with today. What does it mean to be part of an educated citizenry today? What kinds of things do you need to be educated on and/or know today in order to make informed decisions as a citizen of the United States?

Potential formats for student responses:

\*Flipgrid

\*Class discussion board

- \* Quick Write (think) followed by a pair-share
- \*Class or Individual Blog
- \*Google Classroom Question Post

Depending on the format for student responses, facilitate a student discussion around the potential issues that citizens need be informed about. (Some responses may include: fake news, political issues, potential laws or taxes, a candidate's trustworthiness or truthfulness, etc.).

Let's get another perspective on this issue. This is a video from TED that talks about [digital literacy](#).

### **Reading/Viewing:**

Now that we have a an idea of the importance of digital literacy, we're going to focus more closely on one specific area-- authenticating information. Why does it matter that we authenticate information? (fake news, spreading of information on social media sites can have an impact on individual's opinions and actions, etc.)

Let's watch [another video](#) from the same source that looks more closely at authenticating information.

How often do you check the source(s) of the news or stories that you read or share?

What do you the impact is of sharing stories that you haven't verified on social media?

Let's read [an article](#) from PBS about the impact of spreading information without verifying its credibility first. (Have students read the article in partners. They can split it up into sections like a jigsaw, read the whole thing together, read aloud, etc. )

As you're reading, annotate for the following:

1. What are the real impacts of spreading false information?
2. Why is false information spread?
3. What can individuals do to protect themselves from fake news and/or to prevent themselves from spreading or believing fake news?

After students have had the opportunity to read the article and answer the questions with their partner, facilitate a whole-group share-out of responses.

Great! It sounds like you guys identified a lot of the risks and some ways to mitigate them.

### **Displaying:**

Now, you're going to consider several different tools that you can use to help you be a responsible, educated consumer of digital media. What I'd like you to do is create a poster or graphic that gives key tips for authenticating information that we can post here in our room and in the media center.

You may also choose to make an online tool, in which case you may want to include a QR code or link to your tool on your poster.

Students can make their posters using materials in the room, or they can create digital posters using sites like canva, piktochart, etc.

### **Doing:**

Great! Now that we all know what we should be doing to protect ourselves from spreading fake news, let's see how good your skills are!

Direct students to [Factitious](#) to complete the game. They will be able to apply the skills and guidelines they learned in the lesson to determine whether or not the posted articles are real or fake.

Now that you've created some guidelines and have some experience, I'm going to give some articles on a recent news topic. You'll consider each of the articles to determine whether or not it can be trusted, what bias the article contains and if it is worthy of sharing.

The topic for these articles are the pipe bombs that were sent to individuals and organizations prior to the 2018 Midterm Elections.

Articles:

"A little too coincidental? Serial bomber appears to be targeting liberals." 10/24/2018 on TruNews

"White House defends Trump's response to mail bombs being sent to CNN and Democrats." by CNBC 10/29/2018

"Bomb threat puts spotlight on vitriolic political rhetoric." by AP 10/25/2018

"Trump has located the victim of the pipe bomb plot and it's Trump. Because it always is." by DailyKos 10/25/2018

### **Extension:**

Students who finish early could play [Fake it to Make it](#), a game where you become a producer of Fake News--the purpose of the game is to help students spot the tricks that Fake News Producers use.

Students could also play [Get Bad News](#) which explores other ways of presenting disinformation as well as fake news.

### **Assessment:**

Exit Slip:

Prior to leaving, project the quote from the beginning of the lesson again and ask students to revisit their initial response.

After learning about how to authenticate information online, why do you think that the author of this quote says that "An educated citizenry is a vital requisite for our survival as a free people." What is the relationship between education as it is used in the quote and our freedom? How can being uneducated challenge or risk our freedom?

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## **Homework**

1. Think of a recent viral news story, photo or video that was shared with you on social media (Facebook, Twitter, Instagram, Tumblr, etc.).

- To count as viral, it must have been shared by at least two people you know.
- You must not know for sure whether it was true or false.
- If you can't think of anything, ask me and I will assign you a recent story.

2. Use the techniques we studied in class to determine whether it is likely to be true or false (you may not be able to reach a definitive answer). Make sure to use at least three different techniques.

3. Make a graphic representation (video, poster, screencast, etc.) that shows the steps you took in researching this item, your findings and your final conclusion on whether or not you would share it.

[This homework activity is taken from a Media Smarts lesson.](#)

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## **Accommodations & Modifications**

Use of Read&Write app for self-selected reading of text.

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## Reflections