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| Subject/Grade: English A10 Lesson Title: Digital Literacy: Fact checkingTeacher: Kara M, Brandon R | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s)/Treaty Outcomes and Indicators:**  ENGLISH 10  CR A10.2: Investigate the source of media presentation or production including who made it, why, and for whom it was made.  CR A10.4: Use available technologies to retrieve, select, and interpret information from a variety of sources.  CC A10.2: Analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings). (end project)  DIGITAL LITERACY  Information is accurate and reliable if I use a variety of websites to verify it.  Both finding and evaluating information is necessary  Use a variety of strategies to find information and determine the accuracy and reliability of the information | | |
| **Objectives (What will the students be able to know/do by the end of the lesson?):**   1. Students understand that information is not always trustworthy or true online 2. Students can identify trustworthy and untrustworthy sources of information 3. Students can verify information using a variety of sources and strategies | **Key Understandings/Guiding questions:**  **What is fact checking?**  **Why is it important to fact check information?**  **What constitutes a reliable news/source for information?**  **Why is it important to be sure your information is accurate?** | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| Students will be evaluated on one or more of these throughout the lesson:   1. Pre-assessment: MENTIMETER - Fake news game - is the headline real. Then ranking sources according to how reliable students think they are. This will gage the students' understanding of key ideas in the lesson and give us a chance to clear up any of them. 2. BREAKOUT ROOM ACTIVITY - Students will identify if sources are reliable or not using the 5 ways we discuss in lesson. They must use one or more of the 5 ways to identify if the source is reliable, and explain the reason. Then they must identify if the news article is fake news of real using the verify step of the 5 ways. 3. Finish with the creation of a visual on the importance of fact checking. Make a meme. Finally, finish with a google form in groups where they can link their meme.   Can students correctly identify a reliable source?  Can students verify information from a variety of sources?  Do students understand the importance of fact checking before sharing information? | | |
| Stage 3: Build Learning Plan | | |
| **Set (Warm-up, Focusing the Learning): Time: 10 min**  SCRIPT OUTLINE: <https://docs.google.com/document/d/1PEerWVrocyQBlzJfX7amjVRTKGrt6QlruBDeRcJh_jw/edit>  SLIDES LINK:  <https://docs.google.com/presentation/d/1T4ri22MaKqNbSoXy_Q38boU4QFOLWjki1skHk3tA8xc/edit?usp=sharing>  WARM UP ACTIVITY:  Pre-assessment/key ideas: Mentimeter - Go over terms Fake news and clear up any questions. Then a fun Menti quiz on fake news. Finally, ranking sources on how reliable students think they are on a scale of 1-10. These sources will come back in the lesson and breakout room activity  LINK: <https://www.mentimeter.com/s/92d25e40f963fc29fd5f3cfba64a8903/7d74c626fa67>  Student link: <https://www.menti.com/>  **Development: Time: 20 min**  LESSON:  Ask students: how they would decide if a source is reliable? (put it in the chat)  Explain 5 ways to check if a source is reliable:  1) AUTHORSHIP: who wrote it, is this easy to find? (about us tab)  2) AUTHORITY: what are the author's credentials  3) RESOURCES: Is the information cited, or are there links to resources used in writing  4) VERIFY: check other reliable sources to verify information  5) NON-BIAS: ensure that the writing is non-bias.  Talk about verifying news stories using methods 4 and 5. They are the best and easiest ways to fact check a news story.  Go through a website example together. (wikipedia)  <https://en.wikipedia.org/wiki/Batman>  RESOURCES - does wikipedia show its resources?  -- Show how wikipedia sites and links all resources and articles used to write the wiki article.  AUTHORS - Who wrote it?  -- remind students that anyone can edit an article. Show how to find the edit history (view history). Look at who last edited it and let's see if we can find their credential. Wikipedia does have people who reverted information back, but this could take time to catch it. So we have to be really careful about who last edited.  Verify - we can always check other sources.  Bias information - usually wikipedia is non-bias but again it depends on who has edited the page last.  ACITIVITY  Send them into Break out rooms (4 groups (3 in each group))  Using at least one of the ways to check if a source is reliable, verify the websites. Using the verification step check if the news is fake - explain how you verified. (what did you search)  Each group will get a website to verify if it is reliable, and a news article to verify if it is real.  LINK TO ACTIVITY SHEET:  <https://docs.google.com/document/d/1AAokc4eDH7wFKKL2p5JXNN8ptOmuF49T9vwaijhn5Uo/edit?usp=sharing>  Come back to the big group and ask 2 groups to share something that surprised them or that they found interesting about their activity  **Learning Closure: Time: 10 min**  ACTIVITY  Make a meme - we can go through quickly with them  Quick meme making - show them how to copy the link and save it for later.  Work together to create a meme that talks about fact checking. This can be funny, serious. Please make it school appropriate.  <https://imgflip.com/memegenerator>  Google form on what they learned  <https://forms.gle/dHSvMakY4UQWR8Ze9> | | **Materials/Equipment:**   * Cell phone * Computer * Internet connection   Students will already have access to computer and internet being that they are on zoom (the menti can be done on phone or computer)  **Management Strategies:**  Remind everyone to be respectful during presentations.  No bad language or inappropriate comments on menti.  We will be going in and out of the breakout rooms to listen, answer questions, and keep students on track  **Safety Considerations:**  Remind students not to click on any other articles or headlines while doing breakout room activities as there may be strong language and themes that we do not need them reading.  Using an Ad blocked on all websites (mainly for the meme generator website, everything else does not really have ads)  **Possible Adaptations/**  **Differentiation:**  If the google doc is not working, we can split into 2 groups and have Brandon lead groups 1 and 2.  Kara will lead groups 3 and 4.  We will type for them and they will give us the information we need.  If not enough time, we can take out the meme activity or shorten the major activity. The major activity can be shortened so that 2 groups fact check news articles and 2 groups find if the source is reliable.  If there is enough time, the groups will present their memes to the large group. |