*English Instructional Plan –*

**Primary Strand: Research 6.9, 7.9, and 8.9**

**Integrated Strand/s: Communication and Multimodal Literacies 6.1, 7.1, 8.1 Reading 6.6, 7.6, 8.6**

**Essential Understanding:**

* understand the importance of evaluating intent of the author, which may include misinformation, bias, and unsupported assertions
* understand that an author’s credentials and experiences contribute to his/her viewpoint
* understand that an author’s viewpoint refers to a bias or subjectivity toward the subject; a viewpoint can be positive or negative
* understand the purposeful and responsible use of the Internet

**Essential Knowledge, Skills, and Processes:**

* understand and use the online, print, and media references
* evaluate the validity, authenticity, and credibility of texts, using questions, such as:
	+ Does the writer have something to gain from his opinion?
	+ Does the information contain facts for support?
	+ Is the same information found in more than one source?
	+ Is contact information provided?
	+ Is there a copyright symbol on the page?
	+ What is the purpose of the page?
	+ What is the date of the most recent publication?
* determine an author’s purpose in a text
* analyze an author’s choice of details by examining
	+ accuracy
	+ thoroughness
	+ relevance
* identify similarities ad differences in the information found in several sources about the same topic

**Primary SOL 6.9c,7.9c, 8.9c**. Evaluate and analyze the validity and credibility of resources.

**Reinforced (Related Standard) SOL: 6.9f, 7.9f, 8.9f** Demonstrate ethical use of the Internet

**7.6e** Identify the source, viewpoint, and purpose of texts **8.6e** Analyze the author’s qualifications, viewpoint, word choice, and impact, **6.6h**, **7.6d,** **8.6g** Differentiate between fact and opinion.

**Academic Background/Language:** Students will need to understand vocabulary related to validating sources including: valid, invalid, fact and opinion, justify, credibility, currency, relevance, authority, accuracy, author’s purpose. Students also need be familiar with the CRAAP test or another checklist form for evaluating websites.

## Materials

* Power Point
* Infographic from ALL SIDES on Media Bias
* Online Interactive Word Cloud Generator
* Variety of online sites (the teacher should choose some valid other that are not valid)
* Graphic Organizer: Lateral Reading In Action

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* The teacher will gather a variety of sources (paper copies as well as internet sites) for students to analyze and differentiate between credible sources and sources that are not trustworthy sources of information.
* (Slide 2) The teacher will ask students to think about the various sources they receive information (media) from. The teacher will then direct the students to respond in one word to the prompt “Where do you get your information?” using an online word cloud generator.
* As a class, students will review their responses in the Word Cloud. The teacher will explain that the bigger the word appears in the word cloud, the more times that response was submitted. The class will compare their responses to sources that are often referred to by teens (Slide 3) and discuss if these are reliable sources for trustworthy information. The teacher will record student responses on a class list to refer back to at the end of the lesson.
* (Slide 4 and 5) The teacher will define Media Types, both traditional and digital, and define Media Literacy.
* (Slide 6) The teacher will instruct students in identifying elements to focus on when analyzing and evaluating sources. The teacher may provide examples to model exploring sources through the lens of the identifying elements. Students, working in pairs, will explore a couple of sources (provided by the teacher) to explore through the lens of the identifying elements. The teacher will circulate to provide feedback to partners and individuals throughout the evaluation process.
* (Slide 7) The teacher will review the steps of the CRAAP test which they have used before. The teacher should explain that these steps are used when you read vertically through a resource. Although it is a good place to start, deeper analysis is required to thoroughly evaluate a source. The teacher should also explain that site developers use the same criteria to fool you into believing they are credible. As sites become more sophisticated, students need to be encouraged to dig deeper and read laterally by opening additional tabs.
* (Slide 8) The teacher should stress that the number one focus when evaluating a source is Authority (who wrote it; what credentials do they have) and what is its purpose (target audience; PIE: Persuade, Inform, Entertain.) The teacher will model analyzing a source to identify the authority and the purpose. The teacher will provide examples of sources for students, in pairs, to practice identifying the authority and the purpose. Students will orally share out responses during class discussion and debrief.
* (Slide 9) The teacher will define bias. Bias is an inclination of temperament or outlook, mainly a personal and sometimes unreasoned judgment.
* (Slide 9) The teacher and students should analyze the Media Bias chart created by All Sides. Ask students what they notice and if there are any surprises. The teacher should explain to be information literate, it is important to look at different perspectives on a given topic.
* (Slide 10 and 11) The teacher should ask students what does lateral mean? The teacher then will explain lateral reading as a technique used for fact checking information on the web. It literally means to open up additional tabs and read to search for additional information about the source, such as background information about the authority and verifying the facts provided by the source across multiple sources. Link: [fact checker](https://youtu.be/SHNprb2hgzU)
* (Slide 11and 12) The teacher and students will view the video on how to become a fact checker.
* (Slide 13) The teacher should review some key points regarding evaluating sources.
* (Slide 14) The teacher should revisit the website mentioned on the video (or a similar site) and review steps for evaluating and fact checking, modeling lateral reading. Link: <https://minimumwage.com/>
* (Slide 15) The teacher will review the sources of information students provided in the Word Cloud at the beginning the lesson and the sources provided on slide 3 to ask if these are valid sources, and what students could now do to verify any information from these sources.
* (Slide 16) Students will evaluate the resources they are using for research applying the lateral reading strategy.

**Assessment (Diagnostic, Formative, Summative)**

* Diagnostic: (Slide 2) Use the Word Cloud to determine where students go to get their information. This will reveal their thinking about valid, credible sources.
* Formative: (Slides 6, Slide 8, Slide 15) With a thinking partner, students will apply the strategies introduced and modeled in the lesson. The teacher will provide feedback to groups and individuals throughout the evaluation process.
* Summative: (Slide 16) Students will evaluate resources they are using for research applying the lateral reading strategy. Responses will be recorded on the Lateral Reading in Action Graphic Organizer

**Writing Connections:**

* Students will compose responses on the Lateral Reading in Action Graphic Organizer proving whether or not resources are good sources of information.

**Extensions and Connections (for all students)**

* Students may independently research and create a list of three to five sources for classmates to evaluated and determine whether or not the sources are good sources of information. Students may complete this activity independently or with a partner.

**Strategies for Differentiation**

* Teacher may provide resource text sets with sources students may choose from during independent research.
* Teacher may provide a list of essential vocabulary (which may be content specific) with definitions and any required background knowledge needed to fully understand the context of the primary or secondary source being read.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**Lateral Reading in Action Graphic Organizer**

| **Is the authority credible?** |
| --- |
| Who is the author/sponsoring organization of the website? |  |
| What can you learn about the author/sponsoring organization from reading laterally? |  |
| What sources did you use to learn about the author/sponsoring organization? |  |
| How do you know these are trustworthy sources? |  |
| **Fact Check: Are the facts true?** |
| Select one claim and check its citation. |  |
| What source is cited for the claim? |  |
| How reliable is the cited source? |  |
| Explain how you decided. |  |
| **Is this a good source of information?** |
| Based on the information you’ve found, how strong is this website as a source of information? |  |















