Oklahoma Alliance for Geographic Education

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Inquiring Minds Want to Know

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Grade Level (s): 6/7

Time Recommended: 1-2 classes

Purpose/Overview: *(Brief paragraph describing the major goals and activities of the lesson.) The word today struggles with the credibility of stories and sources. There are a variety of reasons for this phenomenon – satire, entertainment, political partisanship, and social media. Students will experience the process of determining credibility of sources. (Media Literacy)*

National Geography Standards:

Geography Standard 6: How culture and experience influence people's perceptions of places and regions

Oklahoma Academic Standards for Social Studies

OAS 2012	OAS 2019
Standard 4. 1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.	6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.
Standard 4. 5. Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy) including the role of the citizen in the selection of government officials lawmaking, and the liberties guaranteed under different forms of government.	6.3.5 Compare the systems of government, including representative governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship, absolute monarchy). 6.3.6 Identify the role of the citizen in the selection of government officials and lawmaking; compare individual liberties under different forms of government.
Process Skills 1.A Key Ideas and Details 1.Cite specific textual evidence to support analysis of primary and secondary sources.	4.A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.
Process Skills – 1.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	4.B.6-8.1 Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.

Ten Questions for Fake News Detection – The News Literacy Project
http://www.thenewsliteracyproject.org/sites/default/files/GOTenQuestionsForFakeNewsFINAL.pdf Fake news stories – my examples

http://empirenews.net/obama-orders-life-sized-bronze-statute-of-himself-to-bepermanently-installed-in-white-house/

http://news4ktla.com/coca-cola-recalls-dasani-water-clear-parasite-worm-found-bottlesacross-u-s/

On March 11, 2011, there was a large nuclear disaster at the Fukushima Daiichi Nuclear Power Plant in Japan. This image was posted on Imgur, a photo sharing website, in July 2015.

Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant? Explain your reasoning.

Video clips to help teach about news – https://youtu.be/q-Y-z6HmRgI

https://youtu.be/cSKGa_7XJkg

Places to check out a story

http://www.snopes.com/ http://www.politifact.com/

https://www.truthorfiction.com/

www.factcheck.org

Procedures:

ENGAGE

This introductory step of the lesson should stimulate curiosity and activate prior student knowledge. The activity should be a problem or an event that raises questions and motivates students to discover more about the concept. Guiding Questions:

- *How will the teacher capture students' interest?*
- *What kind of questions should the students ask themselves after the engagement?*

Give the students some picture to analyze – an old school picture, a fun picture, or a document and see what they can discuss about what they are seeing.

EXPLORE

Students need the opportunity to actively explore concepts in a hands-on activity. This establishes a commonly shared classroom experience while students are actively engaged with little explanation from the teacher. Students help each other understand the concept through social interaction.

Guiding Questions:

- *What hands-on/minds-on activities will students be doing? • What are the "big idea" conceptual questions that the teacher will use to encourage and/or focus students' exploration?*

Divide students into groups and give each group a news story. Give each group the questions to ask from the Media Literacy Project hand out as a way for the groups to discuss each story.

EXPLAIN

Teachers present or lead student discussion of information discovered during the "explore" stage. Teachers introduce new terms and explanations at appropriate times during the discussion. Guiding Questions:

- *What questions or techniques will the teacher use to help students connect their exploration to the concept(s)?*
- *What are the higher order thinking questions that teachers will use to solicit student explanations?*

Have each group report to the class about their article, their discussions, and their conclusion as to the credibility of their story. Other groups can also ask questions of the group presenting.

EXPAND

Students apply, extend, and enhance the new concept and related terms during interaction with other students. Providing additional active opportunities for students to apply the concept(s) allows them to expand their understanding.

Guiding Questions:

- *How will students develop a more sophisticated understanding of the concept?*
- *What vocabulary will be introduced and how will it connect to students' observations?*
- *How is this knowledge applied in our daily lives?*

Have students write a "fake news" story about their school, sports, or a current event and try to see if they can partner with another class to see if the students can pick out the real news stories and the fake news stories.

EVALUATE

Students demonstrate their understanding of the concept.

Guiding Questions:

- *How will students demonstrate that they have achieved the lesson objective?*
- *How will evaluation be embedded throughout the lesson as well as at the end of the lesson?*

Create a project for teaching others how to determine if a story is credible. The students might choose to produce a PSA, snapchat post, twitter post, or flyers/posters for classrooms.

Enrichment *(Optional)*:

There is a website that is totally made up – have the students go to this website and discuss this information and see what happens. (Don't tell them it is not a real site – let them discuss the information) It is a good way to get the message through to them that not everything on the internet is true – even if it looks like a legitimate website.

http://zapatopi.net/treeoctopus/