

Fake News

Note: This version of the TLE has been altered for PD purposes. All of the unit level links are active, and four of the lesson links are active: 1, 8, 9, 20.

Driving Question(s)

- How can I ensure that my views are truly my own and not created for me?

Unit Summary

The rise of misinformation in the media has had a profound impact on our society in recent years. Truth has become open for interpretation, leading to the ubiquity of falsehoods being paraded as facts. Through social media, most people tend to get their information from peers rather than authorities, and can easily dismiss “facts” that do not align with their views ([Gray, 2017](#)). For young people who aspire to be successful, engaged, and informed citizens of the world, learning to navigate the complexity of the news media landscape is an invaluable, transferable skill that students can apply immediately to their daily lives as well as take with them into life after high school.

This unit will empower students to become critical consumers of the news. Ultimately, students will ensure their views are truly their own, and not created for them. This will include self-reflection and identification of current news consumption habits, strategies for evaluating a source’s credibility and regaining control over one’s newsfeed, and opportunities to practice critical reading of news sources to analyze validity.

Throughout the unit, students will complete checkpoint “chapters” in either a vlog or photo journal, to facilitate their reflections on their evolving understandings of news consumption and the development of their own independent views. Students then prepare to present their culminating project via an exhibition. The learning from this unit is transformational: the lens that students apply to news consumption will never be the same.

Culminating Project

Creative Artifact	<p>The creative artifact reflects how we must be critical consumers of news and that we want our news consumption to support our goals and intentions. Students will explore and attempt different strategies as they’re consuming the news, and will reflect on the efficacy or impacts of those strategies via a collection of reels (similar to a vlog) or photojournal entries. Each reel / entry will focus on a different news consumption strategy or consideration, generally aligned to these overarching questions:</p> <ul style="list-style-type: none"> • Reel / Entry 1: What is my current news consumption and what are my goals? 	Metacognitive Reflection	<p>Metacognitive reflection is built into both the creative project (especially question 2) and the culminating exhibition of this unit.</p> <p>After the exhibition, students will answer a set of questions to reflect on their growth on the Metacognition transferable skill rubric relative to Attainment 1: I can reflect on my own learning and how I learn best.</p> <p>Students will need to access and use the language of the Metacognition - Attainment 1 rubric to answer these questions:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1. Which level of attainment best represents how I think about</p> </div>
--------------------------	--	---------------------------------	---

	<ul style="list-style-type: none"> ● Reel / Entry 2: How do I regain control of my news feed? ● Reel / Entry 3: How do I navigate the perils of an online news landscape? ● Reel / Entry 4: How do I critically consume the news? ● Reel / Entry 5: How can I ensure that my views are truly my own and not created for me? 		<p>my own <transferable skill> at this point?</p> <ol style="list-style-type: none"> 2. Which evidence from the lessons, checkpoint(s), or artifact(s) from this TLE illustrate the criteria for that attainment level? <link, paste, or upload file(s)> 3. Explain how your evidence meets the criteria of this level of attainment. 4. What are you most proud of when it comes to this attainment? Where do you see yourself growing or improving next?
<p>Written Commentary</p>	<p>For the vlog-style project, each reel requires written commentary as pre-work. For the photojournal-style project, each entry requires ample written commentary to accompany the photos submitted.</p>	<p>External Partnership(s)</p>	<p>Schools may consider a range of external partners for this TLE, including but not limited to:</p> <ul style="list-style-type: none"> ● Local journalists: Invite them to speak to the class about journalistic methods, how they try to present the news objectively, how their publication tries to avoid bias, etc. ● The student newspaper: Consider partnering with the student members and faculty advisors of the school newspaper to discuss their journalistic standards and how the paper could be a vehicle for promoting media literacy. ● Peers, friends and family members: Throughout the project, students could share their findings with friends and family members and try to teach them the core skills of the unit.
<p>Exhibition</p>	<p>Please see this resource for a detailed description of the three exhibition options outlined below:</p> <ul style="list-style-type: none"> ● Option 1 - Present to Local Journalists: Students share key excerpts from their photo-journals or vlogs with local journalists, engage in a Q and A session, and then look at some local reporting together to apply some of the key skills from the unit. ● Option 2 - Teach Friends and Family: Students use their photo-journals or vlogs to teach their family and friends some of the key media consumption strategies from the unit. ● Option 3 - Class Synthesis: Students circulate to hear from each other and to gather evidence of the common trends across presentations. 	<p>Aligned Exemplar(s)</p>	<p>The exemplar for the photo-journal can be found here.</p> <p>The exemplar for the vlog can be found here.</p>

Unit Level Student Facing Materials

- [Student Syllabus](#)
- [Project Overview and Criteria](#)
- [Rubric for Checkpoints and Creative Artifact](#)

Multi-Language Learner Scaffolds and Modifications

- [Unit Vocabulary Resource](#)

Standards/Competency/Skill Alignment

Suggested Prioritized Competencies

For TLE Scale Schools

METACOGNITION, Attainment 1:

- I can reflect on my own learning and how I learn best.

Targeted Levels:

- **(Meets Expectations) Level 1:**
 - Can identify more than one personal strength, area of growth, and area of interest/motivation.
- **(Exceeds Expectations) Level 2:** All Level 1 criteria AND...
 - Can analyze how the demands of a new learning experience are similar and/or different from previous experiences. AND
 - Can identify ways in which the demands of a learning experience align or don't to personal strengths, areas of growth, or areas of interest/motivation.

*Please see **TLE appendices** for guidance for teaching metacognition in select lessons in this TLE.*

For Engage New England Schools

Aligned Standards (CC)

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ARGUE Attainment 3: I can provide evidence.

Definition: Present proof or support (data, quotes, research, etc.) to guide the reader toward a conclusion

DISCERN Attainment 3: I can relate material to its context.

Definition: Describe how context impacts the meaning of information and shapes overall ideas

COMMUNICATE Attainment 2: I can organize content and employ logic to compel my audience.

Definition: Structure and present content in a way that is organized, purposeful, coherent, and appropriate to the task.

The [Competency Alignment](#) document provides an overview of how these competencies align with the Creative Artifact and Written Commentary as well as the individual lessons that make up this TLE.

The Metacognition Alignment Guide indicates which checkpoints align to which Metacognition levels of attainment. This guide also recommends lessons where metacognitive activities could be most naturally integrated.

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.






CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.SL.9-10.5

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.

Phase-Level Snapshot

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<i>What is my current news consumption and what are my goals?</i>	<i>How do I regain control of my news feed?</i>	<i>How do I navigate the perils of an online news landscape?</i>	<i>How do I critically consume the news?</i>	<i>How can I ensure that my views are truly my own and not created for me?</i>
				
Students will track their news consumption and reflect on their news habits and goals.	Students will learn strategies to regain control of the stories pushed to them by media companies.	Students will learn how to read laterally to investigate the credibility of a source.	Students will learn strategies for detecting and navigating around bias in news reporting.	Students will polish and finalize their projects and presentations.
<i>Days 1-6</i>	<i>Days 7-12</i>	<i>Days 13-16</i>	<i>Days 17-21</i>	<i>Days 22-24</i>

Phase Level Overview

Phase 1		
Topic	Lesson Level Driving Question	Lesson Plans
Lesson 1: Entry Event	<ul style="list-style-type: none"> How can we distinguish between trustworthy and untrustworthy news? 	<p>As a launch to the unit/project, students will work collaboratively to determine the trustworthiness of some viral news stories. Students will also review the first page of the Student Syllabus.</p> <p>Phase 1, Lesson 1 - Entry Event</p>
Lesson 2: Initial news consumption timeline launch	<ul style="list-style-type: none"> What are my news consumption habits? 	<p>In this lesson, students will launch their tracking of their news consumption habits and preferences.</p> <p>Phase 1, Lesson 2 - News Consumption Timeline Launch</p>
Lesson 3: Reflecting on my news consumption habits (part 1)	<ul style="list-style-type: none"> How would I characterize my news consumption? Why? How might I expand 	<p>Students will begin to reflect by making observations and inferences about the trends in their news consumption habit. Students will also consider how they might make tweaks to expand their news types and topics.</p>

	the news types or topics I consume?	<u>Phase 1, Lesson 3 - News Consumption Habits, Part 1</u>
Lesson 4: Setting Up for Vlogging	<ul style="list-style-type: none"> How do I use Screencastify to create my vlog and convey my message? 	<p>The teacher will model how to use Screencastify, the default tool for this unit’s vlog option, and students will have an opportunity to practice using it.</p> <p><u>Phase 1, Lesson 4 - Setting Up for Vlogging</u></p>
Lesson 5: Reflecting on my news consumption habits (part 2) and introducing the checkpoint	<ul style="list-style-type: none"> How would I characterize my news consumption? Why? Did expanding the news types/topics that I consume impact my habits? Why or why not? What are the questions and criteria for the upcoming checkpoint and how do I meet those criteria? 	<p>Students will continue to reflect by making observations and inferences about the trends in their news consumption habit. Students will also be introduced to the checkpoint task, rubric criteria, and exemplar.</p> <p><u>Phase 1, Lesson 5 - News Consumption Habits, Part 2 and Introducing the Checkpoint</u></p>
Lesson 6: Checkpoint	<ul style="list-style-type: none"> What is my current news consumption and what are my goals for new consumption? 	<p>Students will complete their first “chapter” of their vlog or photojournal by sharing a robust reflection that includes observations and inferences.</p> <p><u>Phase 1, Lesson 6 - Checkpoint</u></p>

Phase 2		
Topic	Driving Question	Lesson Plans
Lesson 7: Media Platforms and Money	<ul style="list-style-type: none"> How do media platforms make money? Why does that matter for us? 	<p>Students will explore how media platforms make money and explain how that financial model impacts the news they see and consume.</p> <p><u>Phase 2, Lesson 7 - How Media Platforms Make Money (And Why It Matters)</u></p>
Lesson 8: Problem #1 - High Emotions Over Truth	<ul style="list-style-type: none"> How and why do media platforms rely on high-emotion content? Why does it matter? 	<p>Students will learn about how and why media platforms often prioritize high-emotion content (playing on curiosity, rage, etc.) even if that content includes misinformation. Students will infer why that matters for their news consumption.</p>

		<u>Phase 2, Lesson 8 - High Emotions Over Truth</u>
Lesson 9: Attempting to remedy problem #1	<ul style="list-style-type: none"> How can I use the tools at my disposal to avoid the “high-emotion content over truth” paradigm? 	<p>The teacher will model how to use a variety of tools to avoid high-emotion content and students will practice applying those tools and will make observations about their impact.</p> <p><u>Phase 2, Lesson 9 - Fixing the Problems, Part 1</u></p>
Lesson 10: Problem #2 - The Echo-Chamber	<ul style="list-style-type: none"> How and why do media companies push us further into echo-chambers? Why does it matter? 	<p>Students will learn about the concept of echo-chambers and will make observations and inferences about how echo-chambers impact their news consumption.</p> <p><u>Phase 2, Lesson 10 - The Echo-Chamber</u></p>
Lesson 11: Attempting to remedy problem #2 and introducing the checkpoint	<ul style="list-style-type: none"> How can I use the tools at my disposal to avoid an echo-chamber? What are the questions and criteria for the upcoming checkpoint and how do I meet those criteria? 	<p>The teacher will model how to use a variety of tools to avoid echo-chambers and students will practice applying those tools and will make observations about their impact. Students will also be introduced to the checkpoint task, rubric criteria, and exemplar.</p> <p><u>Phase 2, Lesson 11 - Fixing the Problems, Part 2 and Introducing the Checkpoint</u></p>
Lesson 12: Checkpoint	<ul style="list-style-type: none"> How do I regain control of my news feed? What’s the impact on my news consumption? 	<p>Students will complete their second “chapter” of their vlog or photojournal by sharing a robust reflection that includes observations, inferences, and evidence.</p> <p><u>Phase 2, Lesson 12 - Checkpoint</u></p>

Phase 3		
Topic	Driving Question	Lesson Plans
Lesson 13: Introduction to Lateral Reading (focusing on the host)	<ul style="list-style-type: none"> How do I know what information to trust online? How can lateral reading help me determine the credibility of a host? 	<p>Students will be introduced to the concept of lateral reading, where they use a range of outside sources to investigate the credibility of a host (today’s lesson) and an author (tomorrow’s lesson). Students will practice making an argument about the host’s credibility.</p> <p><u>Phase 3, Lesson 13 - Intro to Lateral Reading</u></p>

Lesson 14: Continuing Lateral Reading (focusing on the author)	<ul style="list-style-type: none"> • How do I know what information to trust online? • How can lateral reading help me determine the credibility of an author? 	<p>Students will continue to practice lateral reading, this time by using a range of outside sources to investigate the credibility of an author. Students will practice making an argument about the author’s credibility.</p> <p><u>Phase 3, Lesson 14 - Lateral Reading Continued</u></p>
Lesson 15: Lateral Reading My News and Introducing the Checkpoint	<ul style="list-style-type: none"> • How do I know what information to trust in my news consumption? • What are the questions and criteria for the upcoming checkpoint and how do I meet those criteria? 	<p>First, students will have a final practice with lateral reading, applying what they’ve learned to their own news consumption and will practice making an argument about the impact of lateral reading on their news consumption. Students will also be introduced to the checkpoint task, rubric criteria, and exemplar.</p> <p><u>Phase 3, Lesson 15 - Lateral Reading Practice and Intro to Checkpoint</u></p>
Lesson 16: Checkpoint	<ul style="list-style-type: none"> • How do I navigate the news landscape? What’s the impact on my news consumption? 	<p>Students will complete their third “chapter” of their vlog or photojournal by sharing a robust reflection that includes observations and inferences.</p> <p><u>Phase 3, Lesson 16 - Checkpoint</u></p>

Phase 4		
Topic	Driving Question	Lesson Plans
Lesson 17: Topic Selection	<ul style="list-style-type: none"> • What’s interesting to me in the news? • How do I pick a topic to research? 	<p>Students will research and select a news topic of interest that can sustain the rest of this phase; they’ll later find stories about this topic to use for practicing the rest of the Phase 4 skills.</p> <p><u>Phase 4, Lesson 17 - Topic Selection for News Research</u></p>
Lesson 18: Political Bias in the News	<ul style="list-style-type: none"> • Can I predict the slant of a news story just by reading the title of the article and the media source? • Can I note how political bias shows up in reporting, based on 	<p>Students will learn about political bias and will explore how bias shows up in news reporting.</p> <p><u>Phase 4, Lesson 18 - Political Bias in News Media</u></p>

	common ideological values?	
Lesson 19: Analyzing Evidence	<ul style="list-style-type: none"> What makes for a strong opinion and strong evidence? 	<p>Students will learn about the different types of evidence that writers can use and how evidence strength varies based on what it is, where it's from, and how it's shared. Students will evaluate the strength of evidence in various new stories.</p> <p>Phase 4, Lesson 19 - Analyzing Evidence</p>
Lesson 20: Analyzing Word Choice and Introducing the Checkpoint	<ul style="list-style-type: none"> How do the words chosen influence the way a story is told and received? What are the questions and criteria for the upcoming checkpoint? 	<p>Students will learn how to analyze word choice and its impact on news stories; they'll also be introduced to the Phase 4 checkpoint task and rubric criteria.</p> <p>Phase 4, Lesson 20 - Analyzing Word Choice and Introducing the Checkpoint</p>
Lesson 21: Checkpoint	<ul style="list-style-type: none"> How do I critically consume the news? 	<p>Students will complete their fourth "chapter" of their vlog or photojournal by sharing a robust reflection that includes observations, claims, evidence, and reasoning.</p> <p>Phase 4, Lesson 21 - Checkpoint</p>

Phase 5		
Topic	Driving Question	Lesson Plans
Lesson 22: Introducing Phase 5 Checkpoint & Checkpoint Work Time	<ul style="list-style-type: none"> What are the questions and criteria for the upcoming checkpoint and how do I meet those criteria? How can I ensure that my views are truly my own and not created for me? 	<p>Students will first be introduced to the Phase 5 checkpoint task, rubric criteria, and exemplar. Then, students will complete their final "chapter" of their vlog or photojournal by sharing a robust reflection that includes observations, claims, evidence, and reasoning</p> <p>Phase 5, Lesson 22 - Checkpoint</p>
Lesson 23: Polishing my journal / vlog & Preparing for Exhibition	<ul style="list-style-type: none"> How can I strengthen my overall journal / vlog? How do I prepare for my exhibition? 	<p>Students will have an opportunity to first revise their creative artifact based on feedback, and then prepare for their upcoming presentation / exhibition.</p> <p>Phase 5, Lesson 23 - Polishing my artifact + preparing for exhibition</p>

Lesson 24: Exhibition Day	<ul style="list-style-type: none"> How can I ensure that my views are truly my own and not created for me? 	Exhibitions will vary by schools and should be planned by the teacher. In this document , you can see sample guidance for the exhibition considerations for another unit. You can use the spirit and principles in this document to plan your class' exhibition.
---------------------------	---	--

Suggested Pacing Guidance			
Week 1	<ul style="list-style-type: none"> Phase 1, Lesson 1 (Entry) Phase 1, Lesson 2 Phase 1, Lesson 3 Phase 1, Lesson 4 	Week 4	<ul style="list-style-type: none"> Phase 3, Lesson 13 Phase 3, Lesson 14 Phase 3, Lesson 15 Phase 3, Lesson 16 (Checkpoint)
Week 2	<ul style="list-style-type: none"> Phase 1, Lesson 5 Phase 1, Lesson 6 (Checkpoint) Phase 2, Lesson 7 Phase 2, Lesson 8 	Week 5	<ul style="list-style-type: none"> Phase 4, Lesson 17 Phase 4, Lesson 18 Phase 4, Lesson 19 Phase 4, Lesson 20
Week 3	<ul style="list-style-type: none"> Phase 2, Lesson 9 Phase 2, Lesson 10 Phase 2, Lesson 11 Phase 2, Lesson 12 (Checkpoint) 	Week 6	<ul style="list-style-type: none"> Phase 4, Lesson 21 (Checkpoint) Phase 5, Lesson 22 (Checkpoint) Phase 5, Lesson 23 Phase 5, Lesson 24 (Exhibition)

TLE APPENDICES

Metacognition Alignment Guide

METACOGNITION ATTAINMENT 1: I can reflect on my own learning and how I learn best.

LESSON OR CHECKPOINT	Level 1: Can identify more than one personal strength, area of growth, and area of interest/motivation.	Level 2: All previous criteria and... <ul style="list-style-type: none"> • Can analyze how the demands of a new learning experience are similar and/or different from previous experiences AND • Can identify ways in which the demands of a learning experience align or don't to personal strengths, areas of growth, or areas of interest/motivation. 	Level 3: All previous criteria and... <ul style="list-style-type: none"> • When given an opportunity, can reflect on a specific learning experience and can explain how it influenced strengths, areas of growth, and/or areas of interest/motivation. 	Level 4: All previous criteria and... <ul style="list-style-type: none"> • When given an opportunity to reflect on a specific learning experience and attempted strategy, can identify at least one strategy that could be used in the future to; <ul style="list-style-type: none"> ○ Leverage or amplify an area of strength interest/motivation, AND ○ Improve an area of growth or disinterest
Checkpoint 1 Reel or Entry 1 - News Consumption Audit				
Checkpoint 2 Reel or Entry 2 - Regaining control				
Checkpoint 3 Reel or Entry 3 - Navigating the online news landscape				
Checkpoint 4 Reel or Entry 4 - Critically				

METACOGNITION ATTAINMENT 1: I can reflect on my own learning and how I learn best.

LESSON OR CHECKPOINT	Level 1: Can identify more than one personal strength, area of growth, and area of interest/motivation.	Level 2: All previous criteria and... <ul style="list-style-type: none"> • Can analyze how the demands of a new learning experience are similar and/or different from previous experiences AND • Can identify ways in which the demands of a learning experience align or don't to personal strengths, areas of growth, or areas of interest/motivation. 	Level 3: All previous criteria and... <ul style="list-style-type: none"> • When given an opportunity, can reflect on a specific learning experience and can explain how it influenced strengths, areas of growth, and/or areas of interest/motivation. 	Level 4: All previous criteria and... <ul style="list-style-type: none"> • When given an opportunity to reflect on a specific learning experience and attempted strategy, can identify at least one strategy that could be used in the future to; <ul style="list-style-type: none"> ○ Leverage or amplify an area of strength interest/motivation, AND ○ Improve an area of growth or disinterest
consuming the news				
Checkpoint 5 Reel or Entry 5 - What's changed?				✓

Teaching Guidance for Metacognition Attainment 1: I can reflect on my own learning and how I learn best.

Designer's Note: The activities proposed below are organized by Phase, with suggested lesson placement, and align to levels of attainment for Metacognition - Attainment 1. These activities and their timing within the TLE are suggestions; ultimately, it's up to the teacher to decide where these exercises are best placed, given how the TLE is paced in their context.

LEVEL of ATTAINMENT	Phase & Lesson	Possible Activities
1	Phase 1, Lesson 4	Activity (for 5-7m) <ul style="list-style-type: none"> • Have students respond to the following prompts in a quick-write <ol style="list-style-type: none"> 1) List two personal strengths (qualities, skills, or accomplishments) and give an example of how they

		<p>serve you in school, at home, or in life!</p> <ol style="list-style-type: none"> 2) List two areas for growth. Why do you see each of these areas as growth areas. 3) We've already been thinking about this as we examine our news feeds. What interests you? What motivates you? Make a short list! <ul style="list-style-type: none"> ● Insert framing / segue about why this quick write: <ul style="list-style-type: none"> ○ <i>Something we're using all the time already in this TLE is metacognition - this means we're constantly thinking about how we think and learn.</i> ○ <i>When we think about how we learn (and learn best), we're building self-awareness. In this TLE in particular, we're noticing what the news tells us about our habits and interests.</i> ○ <i>Our habits are also a window into personal strengths and areas for growth - elements of ourselves we're proud of or possibly want to change or improve.</i> ○ <i>Take a moment to share one of your strengths and one of your areas for growth with a partner.</i> ● In a lesson activity, ask: <ul style="list-style-type: none"> ○ What does your feed tell you about yourself: <ul style="list-style-type: none"> ■ Personal strengths ■ Areas for growth ■ Tendencies and habits ■ Motivators or inspirations ■ Outlooks in life
<p>2</p>	<p>Phase 2, Lesson 9</p> <p>Phase 2, Lesson 11</p>	<p>Activity 1 (for 5 minutes)</p> <ul style="list-style-type: none"> ● <i>Recall that so much of what we're doing in this TLE requires to be metacognitive - or to think about how we think, learn, and process information. Another key part of metacognition is understanding how our learning, and the tasks we do to learn, are the same and different from one phase of a TLE to the next. We're now closing in on the end of Phase 2.</i> <ul style="list-style-type: none"> ○ Let's briefly discuss: <i>How is what we did with our news cycles in Phase 1 similar to what we're doing in Phase 2?</i> ○ As students share, teacher fills in a Venn Diagram ○ Now, let's think about this: <i>How is Phase 2 different from Phase 1?</i> ○ Teacher & students add to Venn diagram. ● Ask: Why is it helpful to look at our learning in this way? ● Say: <i>Now, that we've summarized what we're <u>still doing</u> with our feeds and <u>what we're doing differently</u>, let's zoom out to our driving question:</i> <ul style="list-style-type: none"> ● Look at your notes <u>from today's experiments with the tools</u> - what did you observe? How might this

		<p>impact your news consumption? Are you closer to your views being your own, or do you still see ways in which your views are too influenced by what you see?</p> <p>Activity 2 (for 5 minutes)</p> <ul style="list-style-type: none"> ● Say: <i>A couple of lessons ago we “went meta(cognitive)” for a few minutes and compared what we did in Phase 1 or this TLE to what we’ve been doing in Phase 2. <Teacher reposts Venn Diagram from lesson 9></i> <ul style="list-style-type: none"> ○ Turn and Talk: <i>What else might we add to our chart here, given what we’ve practiced over the last two days?</i> ● Say: <i>Now, I want you to zoom in on our Phase 2 part of our Venn Diagram only. When we look at all we’ve learned to do and have tested out in Phase 2, let’s bring it back to who we are and what we know about ourselves:</i> <ol style="list-style-type: none"> 1) What has Phase 2 revealed to us about strengths we already have? Give 1-2 examples of how your strengths have supported your learning or work in this phase 2) What has Phase 2 3) What else has Phase 2 helped us realize about our interests and motivators?
3	<p>Phase 3, Lesson 16 (checkpoint) and/or Phase 4, Lesson 21 (checkpoint)</p>	<p>Activity (for 8-10 minutes)</p> <ul style="list-style-type: none"> ● Post Rubric - Attainment 1, Level 3 and read this level’s indicator aloud. ● <i>Recall that the rubric tells us we should be able to explain how our strengths, growth areas, and interests have been influenced, or changed, by what we’ve learned in the last three phases.</i> ● Take the next 3 minutes to jot and reflect on this prompt: <i>What’s changed about how I view my strengths, areas for growth, and interests? Try to come up with as many ideas as you can; support your ideas with examples from our FN phases!</i> ● Get into groups of four. You’ll do a team whip around in which each person shares <u>one</u> way they’re strengths, growth areas, or interests have been influenced or have shifted - and give an example! After each person goes once, you should go around the circle for another round to hear more ideas and reflections. If you’re someone in your group that needs support sharing, try asking: <i>How have you changed because of this TLE? Did you see that as a new strength, growth area, or interest?</i>
4	<p>Phase 5, Lesson 22 (checkpoint)</p>	<p>Activity (for 5-7 minutes)</p> <ul style="list-style-type: none"> ● Say: <i>Even if we’ve focused on our news consumption and changing our news habits during this TLE, you’re apt to think of strategies and approaches we’ve learned in this unit that would be useful in <u>other</u> learning situations and/or when you have a complex task to take on.</i> ● Say: <i>After much practice and feedback thinking metacognitively, we’re at the point where we should be able to apply (new) learnings and strategies to new situations--or at least predict how we would do so.</i>

		<p>Let's look at an example:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>In this TLE, I learned how to “show,” not “tell” in the storytelling parts of my personal statement. If tasked with writing more stories in the future, I will use imagery, dialogue, and literary devices, like figurative language, to bring a narrative piece of writing to life and to engage and immerse my reader.</i></p> </div> <ul style="list-style-type: none"> ● CFUs: <ul style="list-style-type: none"> - <i>What’s the strategy the student plans to reapply? How will they use it again?</i> - <i>There’s also knowledge this student will apply to new pieces of writing. What is it?</i> - <i>Why does this student think that reapplying this knowledge and skill is valuable? (What’s their rationale for keeping it “in their toolkit,” so to speak?)</i> ● Take the next 2 minutes to jot and reflect on this prompt: <i>Explain how you could apply <u>two skills</u> you learned in this unit to new kinds of work or in different courses other than this one. Check your explanations against our CFS!</i> ● Invite students to share their ideas with a partner - if a partner notices the CFS aren’t met, prompt the student who’s sharing for that CFS. ● Warm-call on 2-3 students to share examples that meet the CFS and transition to checkpoint.
--	--	--

Works Cited

AllSides. (n.d.). AllSides Media Bias Ratings. AllSides. <https://www.allsides.com/media-bias>

Bloomberg - Are you a robot? (n.d.). www.bloomberg.com.

<https://www.bloomberg.com/news/newsletters/2022-06-28/how-does-tiktok-make-money-app-relies-on-a-few-main-ingredients>

Book Bans in Texas Hurt Youth and Our Democracy.” Dallas News, 7 Mar. 2023,

www.dallasnews.com/opinion/commentary/2023/03/07/book-bans-in-texas-hurt-youth-and-our-democracy/.

Cooper, S. (n.d.). lateral reading | MiddleWeb. www.middleweb.com. Retrieved May 1, 2023, from <https://www.middleweb.com/tag/lateral-reading/>

CrashCourse. “Political Ideology: Crash Course Government and Politics #35.” YouTube, 16 Oct. 2015, www.youtube.com/watch?v=j_k_k-bHigM.

Denmark’s Dollar Forty-One Menu. (2014, October 30). MinimumWage.com. <https://minimumwage.com/2014/10/denmarks-dollar-forty-one-menu/>

Disturbing Photos of People Getting Sucked Into Their Phone Screens | PetaPixel. (n.d.). [Petapixel.com](http://petapixel.com).

© 2023 Springpoint at the National Center for Civic Innovation. All Rights Reserved.

<https://petapixel.com/2015/11/11/disturbing-photos-of-people-getting-sucked-into-their-screens/>

Dylan page on TikTok. TikTok. (n.d.). <https://www.tiktok.com/@dylan.page/video/7197908456613924102>

Ehrenworth, Mary, et al. *The Civically Engaged Classroom : Reading, Writing, and Speaking for Change*. Portsmouth, Nh, Heinemann, 2021.

“Evidence - the Writing Center.” The Writing Center, 2017, writingcenter.unc.edu/tips-and-tools/evidence/.

Ferrer, M. de. (2022, September 14). *Scientists have taught spinach to send emails*. euronews.

<https://www.euronews.com/green/2021/02/01/scientists-have-taught-spinach-to-send-emails-and-it-could-warn-us-about-climate-change>

Friedman, Jonathan, and Nadine Johnson. “Banned in the USA: The Growing Movement to Censor Books in Schools.” PEN America, 19 Sept. 2022, pen.org/report/banned-usa-growing-movement-to-censor-books-in-schools/.

How Facebook’s formula fostered rage and misinformation. (n.d.). www.boston.com. Retrieved April 25, 2023, from

<https://www.boston.com/news/technology/2021/10/26/five-points-for-anger-one-for-a-like-how-facebooks-formula-fostered-rage-and-misinformation/>

“How These TikTok Creators Teach Black History | NowThis.” www.youtube.com, www.youtube.com/watch?v=w8wflV5Gj0A. Accessed 8 May 2023.

Hsu, T. (2022, August 14). On TikTok, Election Misinformation Thrives Ahead of Midterms. *The New York Times*.

<https://www.nytimes.com/2022/08/14/business/media/on-tiktok-election-misinformation.html?action=click&module=RelatedLinks&pgtype=Article>

<https://www.mainepublic.org/people/robbie-feinberg>. (2023, May 5). Republican proposals would add restrictions to books in Maine school libraries. *Maine Public*.

<https://www.mainepublic.org/politics/2023-05-05/republican-proposals-would-add-restrictions-to-books-in-maine-school-libraries>

<https://www.washingtontimes.com>, T. W. T. (n.d.). DeSantis’ bid to root out sexually explicit content in schools attacked as book-banning scheme. *The Washington Times*.

<https://www.washingtontimes.com/news/2023/jan/30/ron-desantis-bid-root-out-sexually-explicit-content/>

Kang, C. (2021, October 5). Facebook Whistle-Blower Urges Lawmakers to Regulate the Company. *The New York Times*.

<https://www.nytimes.com/2021/10/05/technology/facebook-whistle-blower-hearing.html>

Katherine Hayoe [@katherinehayoe]. (July 29). “Smokey skies in Ontario’s lake country today as wildfires burn a few hours north. The sky was bronze and the lake was, too. No filter on this photo, taken mid-afternoon@ Wildfires are a natural part of the ecosystem on the Canadian Shield... but as climate change is warming and drying our forests, allowing pests to spread further northward and overwinter, Canada’s forests have flipped from being a net sink or carbon to being a new source. [Photograph]. Instagram.

Klepper, D. (2022, September 14). TikTok Search Results Riddled with misinformation: Report. AP NEWS.

<https://apnews.com/article/russia-ukraine-technology-politics-covid-health-5cdbe1ec32312699acbe8ba9b6a00eb5>

Lateral Reading: Read Like a Fact Checker. (n.d.). <https://bcpslibrarymedia.pbworks.com/w/file/etch/139590360/lateralreading.pdf>

Lateral Reading vs. Vertical Reading | Civic Online Reasoning. (n.d.). Cor.stanford.edu. Retrieved May 1, 2023, from <https://cor.stanford.edu/curriculum/lessons/lateral-vs-vertical-reading/?cuid=cor-for-the-science-classroom>

Massive unknown creature near Antarctica? (n.d.). Www.youtube.com. Retrieved April 25, 2023, from <https://www.youtube.com/watch?v=RsjTye9LRA>

Mccandless, David. The Visual Miscellaneum : A Colorful Guide to the World's Most Consequential Trivia. New York, Harper Design, 2012.

"Media Bias Chart." AllSides, 27 Feb. 2019, www.allsides.com/media-bias/media-bias-chart

Moore, Charles. "Plastic Pollution | Sources & Effects." Encyclopædia Britannica, 15 Dec. 2017, www.britannica.com/science/plastic-pollution.

NetSuite.com. (n.d.). Chasing Profitability in a Changing Media Landscape. Oracle NetSuite.

<https://www.netsuite.com/portal/resource/articles/financial-management/media-revenue-models.shtml#:~:text=Media%20companies%20have%20just%20three>

News, A. B. C. (n.d.). Book ban battle threatens Texas library system's fate. ABC News.

<https://abcnews.go.com/US/book-ban-battle-threatens-texas-library-systems-fate/story?id=98559120>

Saric, I. (2023, May 5). <https://www.axios.com/2023/05/05/biden-book-bans-response-2024-campaign>

ScreenCastify - YouTube. (n.d.). Www.youtube.com. Retrieved May 5, 2023, from <https://www.youtube.com/@ScreenCastifyHQ/videos>

Squibb, S. D. (n.d.). LibGuides: Web Evaluation & News Sources: Reputable News Sources. Libguides.ucmerced.edu. <https://libguides.ucmerced.edu/news/reputable>

The Arizona Senate's book banning hysteria has gotten ... hysterical. (n.d.). The Arizona Republic. Retrieved May 19, 2023, from

<https://www.azcentral.com/story/opinion/op-ed/laurieroberts/2023/03/21/the-arizona-legislatures-book-banning-hysteria-has-gotten-out-of-hand/70035235007/>

The Now: What is Clickbait? (n.d.). GCFGlobal.org. <https://edu.gcfglobal.org/en/thenow/what-is-clickbait/1/#>

Twitter. (n.d.). *Election Tweet*. Twitter. <https://twitter.com/MichaelCoudrey>

"Voter Perceptions of Book Bans in the United States." EveryLibrary Institute, www.everylibraryinstitute.org/bookbanpoll.

© 2023 Springpoint at the National Center for Civic Innovation. All Rights Reserved.

Why Are Social Media Platforms Still So Bad at Combating Misinformation? (n.d.). Kellogg Insight.

<https://insight.kellogg.northwestern.edu/article/social-media-platforms-combating-misinformation>

Wikipedia Contributors. "Employment Policies Institute." Wikipedia, Wikimedia Foundation, 2 Dec. 2018, en.wikipedia.org/wiki/Employment_Policies_Institute.

Why We Should Raise The Minimum Wage. (2015, October 5). The Odyssey Online. <https://www.theodysseyonline.com/why-we-should-raise-the-minimum-wage>

Writer, Kate Miller-Wilson Staff. "Types of Evidence to Use in Writing and Essays." Examples.yourdictionary.com, examples.yourdictionary.com/types-of-evidence-to-use-in-writing-and-essays.html.

"Youth Climate Activism." Wallace Global Fund, 7 Mar. 2020, wgf.org/youth-climate-activism/.