

Date Reviewed

February 2023

Course

[Social Studies 6](#)

Topic

Media Literacy

Big Idea

Media sources can both positively and negatively affect our understanding of important events and issues.

Essential Questions

- How does the media influence public perception?
- How can we determine if a media source is trustworthy?

Learning Standards

Content

Students are expected to know the following:

- media technologies and coverage of current events

Curricular Competencies

Students are expected to be able to do the following:

- construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement)

Core Competencies

[Communication](#) - I can use oral communication skills to share my understanding of reliable media sources with small groups and the whole class.

[Thinking](#) – I can create arguments defending perspectives presented by media sources.

[Personal and Social](#) - I can demonstrate ethical judgments and responses about media and coverage of current events.

First People's Principles of Learning

Learning involves recognizing the consequences for one's actions.

Introduction

- Have students explore the [Tree Octopus](#) website using the [See-Think-Wonder](#) strategy. Have students record their first impressions and wonderings on the handout “See/Think/Wonder”.
- As a provocation, express concern about the tree octopus and state that the class should help. Write on the board “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. Use the [Value Line](#) strategy to have students show whether or not they think they should help the tree octopus.
- Have students look at the [main page](#) of the Tree Octopus website. Encourage them to notice that the content is meant to be a “source for conspiracies and other diversions”.
- Ask: “How does it feel to be fooled?” Have students use strategy to discuss. Debrief by making a connection to the FPPL that “Learning involves recognizing the consequences for one’s actions”.
- Have students write a reflection in their journals.

Pre-Assessment

[Carousel Activity:](#)

- Students brainstorm 6-8 types of media they use; ex. television, movie, social media, advertisements, magazines, newspapers, books, apps, gaming. Write these types on large chart paper. Hang chart paper on the wall or place on tables around the room.
- Break students into 6-8 groups. Students move in a carousel rotation to all the papers. At the paper they write what they know and wonder. Have students read before writing and give a check mark if they know or wonder the same thing that is already written.
- Have students return to their starting point and pick 5 key things from their paper and share them with the class. Debrief and document student questions.

Interactive Learning Activities

Part 1: Understanding Media Literacy

- Write “Media Literacy” on the board. Have students brainstorm everything they know about media literacy. What is it? Why is it important?
- Show one or more of the brief student videos in the PBS collection [Students Explaining Media](#). Have students take notes using the handout “Notice and Wonder”.
- Ask: “What are the issues?” “What can we do?” “What are your next steps?” Students should write a reflection in their journal. Record and debrief responses. Post “next steps” on a board.

Part 2: Thinking Critically About Online Information

- Ask: “How we can tell if something is real or fake?” Have students use strategy to discuss.
- Play [Reality Check Games](#) (individual, pairs, or whole class)
- Students should use their journal to record ways to analyze online information. Then create a whole class list of how to analyze online information. Post co-created list on a wall and refer back during discussions.

Part 3: Analyzing Online Images

- Ask: “Why would someone create a fake image?” “Where have you seen fake images?” “How are fake images made?” Have students use strategy to discuss.
- Play individual, pairs, or whole class
- Debrief by asking how difficult it was to determine whether an image was computer generated or a photograph.

Part 4: Analyzing Sources

- Have students brainstorm trustworthy sources of information.
- Provide students with the Analyzing Sources Handout. Have the students determine whether the stories that appear in each of the news links below pass the CRAAP test.
 - [Fox News](#)
 - [CNN](#)
 - Have students research one or more of the statements and then decide whether or not the statement is accurate and the source is trustworthy. (*The stories in Fox News and CNN are most probably accurate. This exercise will give students a useful checklist to help them analyze sources.*)

Do your information resources pass the CRAAP test?

Use the CRAAP test to evaluate the sources you find. CRAAP stands for: Currency, Relevance, Authority, Accuracy, and Purpose. All questions must be answered as “YES”, in order to pass the test.

Currency: Is the information on the website well-maintained and up to date? Does the site tell you when it was last updated?

Relevance: Is the information relevant to your topic?

Authority: Are the author’s qualifications clearly stated? Is the author qualified to write on the topic?

Accuracy: Is the information well-researched and supported by evidence? Is the content valid, without errors of fact, interpretation, or judgment? Is the information cited correctly?

Purpose: Are the points of view presented objectively and in a clear and balanced manner?

Part 5: Analyzing Articles

- Have students compare 5 news articles using a [Jigsaw](#) strategy.
- Print or provide digital access to the following articles about vaccinations:
 - [New York Times](#)
 - [BBC News](#)
 - [Harvard](#)
 - [NBC News](#)
 - [Off the Grid News](#)
- Number students from 1-5 to create 5 groups. Provide each group with a different article about vaccinations.

- Students should read the article and answer the [5W's and H Questions](#).
- In their expert groups, students should discuss the perspective about vaccinations presented in their article: positive, negative, neutral.
- Break students into mixed groups (at least one student from each article) so that students can share the information and perspectives presented in their articles.
- Have students respond in their journals: “How does the media influence public perception?”

Post-Assessment

Before and After Selfie Art

- Students create two cartoon images of themselves. The before image should show them before they knew about media literacy (brainstorm how they used to feel/ practices they used to do) and the after image should show their new knowledgeable self (brainstorm what they have learned and their new practices)
- Students should add labels and thought bubbles and speech bubbles to their art to show what they have learned.

Extension Activities

Digital Identity

- Students can play Common Sense Media’s [Digital Compass](#) (headphones required).
- Brainstorm themes and strategies. Ask: “What do you notice about the different characters?” “What choices did you make?” “What were you influenced by?” “How do choices impact actions?”
- Have students work with a partner to create a story of a character navigating the digital world. Students can tell the story through a six-panel comic strip.

Additional References

Websites:

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Common Sense Media. [n.d.] “Reviews for what your kids want to watch (before they watch it).”

<https://www.commonsensemedia.org/>

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PBS. 2020. “Cybersecurity Lab.” *NOVA Labs*.

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Books:

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McAnutly, Stacy. *The Miscalculations of Lightning Girl*. New York : Random House, [2018]

Zuckerberg, Randi. *Dot*. New York, N.Y.: Harper, [2013]

Materials and Resources

(see next pages)

See/Think/Wonder

SEE

What do you see?

THINK

What do you think is going on?

WONDER

What does it make you wonder?

Notice and Wonder

I Notice...	I wonder...

Analyzing Sources

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