

Get Informed, Stay Informed

TEACHER'S GUIDE

For the 21st century student, it is essential to develop the knowledge and skills necessary to seek out, evaluate, and understand information in media. It is important be educated on current events and to help students engage critically with information in order to create informed opinions. The *Get Informed, Stay Informed* series examines different global issues from multiple perspectives, and explores local, national, and global connections. It provides accessible entry points to enlighten the reader of background context and help them begin to evaluate and understand the issue. The series empowers young people to become active citizens by engaging with current issues shaping the world today.

The *Get Informed, Stay Informed* Teacher's Guide includes inquiry-based lessons that develop the critical-thinking skills students need to understand how to evaluate information and develop conclusions. The lessons focus on equipping students with strategies and tools to help them stay informed about ongoing issues and create informed opinions on these topics.

Students will take part in lessons that allow them to become knowledgeable citizens and lifelong learners. These lessons focus on showing students how to get informed and stay informed by looking through multiples lenses to ensure their judgments or opinions are credible and appropriate. Students will acquire a toolbox of strategies that they can apply to current issues shaping the world today, including being informed on current events, examining different viewpoints, defining and recognizing bias, and building informed opinions.

Although each lesson plan in this guide is designed to stand alone, the lessons follow a sequential order that works to scaffold understanding, and can be taught as such. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in the *Get Informed, Stay Informed* series include:

Climate Change

Digital Data Security

Education Equality

Gun Violence

Immigration and Refugees

Legalizing Marijuana

#MeToo Movement

Net Neutrality

Oil and Pipelines

Opioid Crisis

Plastics Dependency

Universal Health Care

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Evaluating Sources	4 class periods *	click-bait evaluate source sift valid
Gauging Perspective	4 class periods *	Indigenous industry loaded language non-profit organization perspective stakeholder
Assessing Information	4 class periods *	21st century learner bansho informed citizen reflective practice strategy * Review vocabulary from previous lessons as needed

* 1 class period = 40-60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Evaluating Sources

Curriculum Correlations

Ontario Language Arts – Media Literacy (Grade 7)
1.3, 2.1, 2.2

Common Core State Standards

CCSS.ELA-LITERACY.RI.7.3

CCSS.ELA-LITERACY.RI.7.5

CCSS.ELA-LITERACY.RI.7.8

Materials

- Chart Paper
- Markers
- Devices for access to the Internet to do research
- *Research Place Mat* to write down explored information
- *3, 2, 1 ... Valid! Exit Card*
- Get Informed, Stay Informed titles

Setting the Stage

Class discussion—students might mention/teacher should prompt:

- How do you know if a media source is valid?
 - ▶ What aspects of a newspaper, article, or website help prove that the information is legitimate?
 - ▶ In what ways can you evaluate a media source?
 - Does the headline match what's in the story? If the headline is attention grabbing, but does not reflect the information in the story, it may be click-bait.
 - Are there references? If so, what are they?
 - Is the publisher reliable?
 - Is the source up to date?
 - Who is the author? What are their credentials?
 - Can you find similar information from other media sources?

Can review page 13 of each title in *Get Informed, Stay Informed*, which gives readers question prompts to consider when approaching a source.

To determine if a source is credible, consider:

- Does the creator have solid credentials and expertise in the topic?
- Does the headline match the story?
- Is the publisher known to be reliable?
- What sources did the creator use?
- Is the source relevant and up to date?
- Is the source meant to be a joke or click bait?

Share answers and create a class definition of some of the vocabulary words: click-bait, evaluate, source, sifting, valid. Write ideas and definitions on anchor chart for future reference.

Objectives

Students will:

- Evaluate different media sources to ensure they are reading valid and credible information.
- Sift through information to come to a valid judgment.
- Build a strong foundation in information literacy.
- Evaluate the validity of different media sources.

Co-create an anchor chart of steps to follow or “look-fors” when you’re looking at the validity of the source. Use the chart to evaluate the media sources and identify why the source is valid.

Found on p. 47 of each of the books in the series is a checklist on how to find good source material on the Internet. This can help prompt your “look-fors” for your checklist.

A possible anchor chart is as follows:

When analyzing how reliable the information is, consider these points:

CRITERIA OR “LOOK-FORS”	YES	NO
Who is the author of the page? Is it an expert in the field or a person who experienced the event?		
Is the site well known and up to date? A page that has not been updated for several years probably has out-of-date information.		
Can you verify the facts with another site? Always double-check information.		
Have you checked all possible sites? Don’t just look on the first page a search engine provides.		
Have you checked all possible sites? Don’t just look on the first page a search engine provides.		
Have you recorded website addresses and names? Keep this data so you can backtrack and verify the information you want to use at a later time.		

Activity #1

Allow students to explore the skill of evaluating media sources in small groups. Looking at climate change is likely to be a good stepping-stone, as students should already have some background information on this issue.

Divide students into four groups—one for each category found below. Each group reads a section of a website and evaluates it using the *Research Place Mat*.

For Canadian students:

Have students visit the website: <https://climatekids.ca/about-climate-change/>

On this site, there are 4 different categories:

- What is climate change?
- Why is the climate changing?
- How does climate change affect me?
- What can you do to be part of the solution?

For U.S. students:

Have students visit the website: <https://www3.epa.gov/climatechange/kids/>

On this site, there are 4 different categories:

- Learn the Basics
- See the Impacts
- Think Like a Scientist
- Be Part of the Solution!

Hand out *Research Place Mat* and have students fill it out based on their section of the website.

Ask each group to find the following information: what, who, when, where, why, and how. Ask students to evaluate the source based on the co-created anchor chart of “look-fors.”

Allowing students to work together and dive into this information on their own will allow for a true representation of effective research, permitting students to develop this inquiry skill.

To consolidate, students can share their research with the class. Students can discuss what they learned about climate change (who, what, where, when, why, how) as well as how they implemented the “look-fors.” Teacher can prompt with the following questions:

- Was finding information on any part of the Place Mat challenging?
- Was there information they could not find?
 - ▶ Talk to students about strategies they might use if they cannot find information. For example, if the date could not be verified, then continuing to research and find similar current information is necessary to judge whether the information is valid.

Activity #2

In groups of two, collect valid information on a particular topic (could be topics from the series *Get Informed*, *Stay Informed*, or topics that the class has brainstormed together).

In their groups, students should find 3 different **valid** media sources on their topic.

Students should be prompted to use their Place Mat or anchor chart to help guide their research. Students should be organizing their research similar to the climate change activity. They should create a list of 3 links.

Each group switches with another group’s links to evaluate the information based on the criteria.

Students need to explain whether each source is valid or not, based on the criteria in Activity #1.

Students will then have to individually justify their choice based on information learned in the lesson in the exit card

Extensions

- Have students add to their anchor chart after class discussion. Students can include certain media sources and how they are able to identify that source as valid.
- Create a brochure on their specific topic where students include facts on their topic, different perspectives, valid sources on that particular topic (from the different perspectives), as well as strategies they have learned when identifying valid media sources.
- On the Exit Card (found below), add a blurb from a valid media source and one from a non-valid source. Ask students to compare and contrast the two pieces.

Wrap-Up

Review the valid media sources by choosing one or two examples from students, and review the strategies as a class.

Ask students from other groups to help justify answers to deepen understanding of evaluating media sources.

Pass out *3, 2, 1 Valid! Exit Card*.

Assessment

Assess student understanding during lesson using observational notes when students are working in their groups. Assess *3, 2, 1 Valid! Exit Card* for understanding of the difference between a valid and non-valid source. Review definitions to clarify misunderstandings as needed.

Student's Name: _____

Date: _____

Research Place Mat

TOPIC

WHAT

WHO

WHEN

WHERE

WHY

HOW

LOOK FORS

HOW IS THE MEDIA SOURCE VALID?
1)
2)
3)

WHY IS THE MEDIA SOURCE VALID?
1)
2)
3)

Student's Name: _____

Date: _____

3, 2, 1 ... Valid! Exit Card

1. Identify three different strategies to evaluate the validity of a source.

1) _____

2) _____

3) _____

2. Choose two strategies and explain why it is important to implement them when evaluating media sources.

1) _____

2) _____

3. Reflect on one personal experience where you may have encountered false information, and why it would have been beneficial to you to understand how to evaluate media sources.

Why is identifying valid sources important? _____

LESSON 2

Gauging Perspective

Curriculum Correlations

Ontario Language Arts – Media Literacy (Grade 7)
1.5

Common Core State Standards

CCSS.ELA-LITERACY.RI.7.6
CCSS.ELA-LITERACY.RI.7.7
CCSS.ELA-LITERACY.RI.7.9
CCSS.ELA-LITERACY.RH.6-8.6
CCSS.ELA-LITERACY.RH.6-8.8

Materials

- Chart Paper
- Markers
- Any book from the series *Get Informed, Stay Informed*
 - ▶ For this lesson, *Climate Change* has been used as an example.
- *Identifying Stakeholders... Who Are They? Worksheet*
- *Comparing Perspectives Worksheet*
- *Comparing Perspectives Checklist*

Objectives

Students will be able to:

- Determine an author's point of view or purpose and analyze his or her position from that of others
- Analyze perspective from different media sources and how it shapes the presentation of the information
- Identify aspects of a text that reveal an author's point of view or purpose
- Distinguish among fact, opinion, and reasoned judgment in a text

Setting the Stage

From the series *Get Informed, Stay Informed*, choose one of the books as a frame of reference. Chapter 4 of each book provides students with a list of different stakeholders in relation to its topic.

Read Chapter 4 of any book. After reading, hold a class discussion about what was read. Discussion should include the following concepts:

- In all of the issues in this series, there are many different sides.
- Many different people/groups have stake in different issues. They all come at the topic from their particular perspective.
- When researching a global issue, a person needs to consider all perspectives in order to make a fair judgment.
- If you are only looking at one perspective, you are not making a fair judgment on that topic.

Looking at Chapter 4 of *Climate Change*, students will identify the stakeholders who are involved. The stakeholders include scientists, governments, Indigenous peoples, non-profit organizations, big industries, and citizens.

Pass out the *Identifying Stakeholders... Who Are They? Worksheet*. Fill out the worksheet as a class. Working together as a class and bringing several ideas together will allow for great ideas and good conversation on the topic.

Conduct a "Read, Pair, Share" activity to complete the worksheet.

1. For each stakeholder, prompt students to read section in the book about that stakeholder.
2. Prompt students to share their ideas with their desk partner.
3. Have students share their answers with the class in order to fill out the columns on the worksheet as a class.

Consolidate by answering the last question on the worksheet as a class. This can occur by having a class discussion on identifying the different perspectives in any given source.

Take away concept: It is imperative to also seek out sources that give a better representation of all perspectives, in order to make a valid judgment.

Activity #1

Hand out 1 copy of the article below to each student. This will allow them to make notes in the margins, underline, highlight, circle, etc. the information that you will sift through together.

For American students: <https://bit.ly/2phAb3J>

For Canadian students: <https://bit.ly/2NUEvh7>

Using a Smart Board or a projector, display the article.

Tell students that when we are looking at a source of information (such as our article), we have to figure out the perspective of the source.

We know that there are many perspectives surrounding any issue, so knowing what particular perspective from which it is written is the take away concept for this activity. How do we figure out what that perspective is? There are some “look fors” that we can use when examining a source.

As a class, read the article. Have the list of “look fors” (found below) displayed for students. When reading as a class, teacher should model identifying an example of each of the “look fors” in the article.

After reading the article, ask students to Think, Pair, Share about the “look fors” and ask students if they can identify the perspective, and find other examples of the items found below.

- Perspective
- Loaded language
- Inclusion of particular facts
- Avoidance of particular facts
- Emphasis on particular facts
- Titles & Subtitles
- Visuals
- Author & Publication
- If there are quotes, whom are they quoting?
 - ▶ Is that person important? Do they have credentials? Who are they in relation to the topic?
- What are the sources for information? Are there experts who are cited?

As a class, use different markings directly on the article to identify the different aspects of the “look fors” list.

For example, the sentence “First Nations chiefs have declared 20 emergencies since April 2015, Indigenous and Northern Affairs Canada confirmed, not including health crises,” includes:

- Loaded language [declared, emergencies]
- Emphasis on particular facts [20 emergencies since April 2015]
- Credible sources for information [Indigenous and Northern Affairs Canada confirmed].

* As a class, you can create different symbols, colors, or signs for the markings you will be using on your article that could be used as a reading strategy yearlong. *

Activity #2

For this activity, two media sources from two different perspectives have been provided. Gauging student's reading levels and comprehension is necessary when choosing articles and videos for your class.

Source #1 - <https://bit.ly/20L0cUo>

Source #2 - <https://bit.ly/2whg8nJ>

Give each student a copy of each article. Students will compare the two articles, entitled "How is the issue of climate change affecting insurance?" and "Climate change is real. We must not offer credibility to those who deny it."

Hand out *Comparing Perspectives Worksheet*. Using the knowledge and skills acquired in the previous activity, students will assess the perspective of each of the articles and answer the following questions.

Students will be asked to identify the perspective in each of the articles and choose 2 of the following prompts to compare:

- What facts does the article use?
 - ▶ Are certain facts included?
 - ▶ Are certain facts avoided?
 - ▶ Are certain facts emphasized?
- What kind of language is used?
 - ▶ How does the language used support the perspective?
 - ▶ Are the titles and visuals displayed representative of a certain perspective?
 - How or how not?
- What perspective is being emphasized?
 - ▶ How many stakeholders are mentioned in the article?
 - ▶ Which stakeholders are quoted?
 - ▶ Are any perspectives missing?

Teacher should display these "look-fors" on the board so students can refer to them when completing *Comparing Perspectives Worksheet*.

Extensions

- Students can research another global issue of interest and compare two articles that they have found that are written from two different perspectives and compare, using a similar guideline as Activity #2.
- Students can present information using a divided infographic in order to display and compare their findings on both perspectives.
- Students could also find other sources, such as videos, like this one from a scientist's perspective, Bill Nye the Science Guy: <https://www.youtube.com/watch?v=EtW2rrLHs08>

Wrap-Up

Review the different perspectives and allow for open dialogue between students and teacher. Discussing the different perspective "look-fors" found in the articles.

Review the strategies and markings as a class. Ask students to help justify answers to deepen understanding of gauging perspective. Teacher can use the following prompts:

- How do articles from two different perspectives treat the same issue differently?
- How does the treatment of the topic change from one perspective to the other?

Assessment

Assess student understanding during lesson using observational notes when students are working in their groups. Use the *Comparing Perspectives Checklist* to assess *Comparing Perspectives Worksheet* for understanding of perspective. Review definitions to clarify misunderstandings as needed.

Name: _____ Date: _____

Identifying Stakeholders . . . Who Are They?

WHO are the stakeholders?	WHAT is their perspective?	HOW does the topic affect them?
Scientists		
Government		
Non-profit Organizations		
Big Industries		
Citizens		
Indigenous peoples		

Why is it important to gauge different perspectives when reading about any topic?

Name: _____ Date: _____

Comparing Perspectives Worksheet

From whose perspective?:

How do you know? (Justification from the text): _____

1st look for: _____

Where do you see it? _____

How does it show perspective? _____

2nd look for: _____

Where do you see it? _____

How does it show perspective? _____

Using the knowledge and skills that you have acquired during our lessons on gauging perspective, how do articles from two different perspectives treat the same issue differently?

Comparing Perspectives Checklist

Student's Name: _____ Date: _____

CRITERIA Did the student...	NOT MET	SOMEWHAT MET	MET
Accurately identify the perspective?			
Justify their answers using evidence from the text?			
Properly identify differences between the articles?			
Support their findings effectively by using the "look fors"?			
Successfully answer the question: "why is it important to look at more than one perspective?"			

LESSON 3

Assessing Information

Curriculum Correlations

Ontario Language Arts – Media Literacy (Grade 7)
1.3, 2.1, 2.2

Ontario Language Arts – Media Literacy Overall Expectations (Grade 7)
3.

Common Core State Standards
CCSS.ELA-LITERACY.RI.7.3
CCSS.ELA-LITERACY.RH.6-8.7

Materials

- 11 x 17 paper
- Pencil, Pencil Crayons, Markers
- Devices for access to the Internet to do research on the topic of their choosing. This can also be applicable to help students find images they would like to include on posters
- Books from the series, *Get Informed, Stay Informed*
- *Tips and Tricks for the 21st Century Learner – Making an Informed Judgment Example*
- *Leveled Checklist*

Objectives

Students will:

- Dissect how ideas influence individuals or events, or how individuals influence ideas or events
- Analyze the structure of a text and how the major sections contribute to the whole
- Assess information in order to determine whether the evidence is relevant and sufficient to support the claims
- Identify and develop strategies to help them remain active, informed 21st century citizens

Setting the Stage

Reviewing the “look fors” and strategies found in the previous lessons will help students examine how to evaluate the sources they will be researching and how to gauge perspective in the articles they will read for their overview, and reflection questions in their poster they will be completing in this lesson. Some of those ideas include:

- Perspective
- Loaded language
- Inclusion of particular facts
- Avoidance of particular facts
- Emphasis on particular facts
- Titles & Subtitles
- Visuals
- Author & Publication
- If there are quotes, whom are they quoting?
 - ▶ Is that person important? Do they have credentials? Who are they in relation to the topic?
- What are the references? Are there experts who are cited?

Guide the discussion so students start to make personal connections with articles they’ve read, videos they have watched on any global topic, or other media sources from which they have encountered and acquired new information, from a variety of perspectives. Teacher prompts to help students make a personal connection to these strategies include:

- Have you tried any of the strategies at home?
 - ▶ If so, with what type of media source?
 - How was using that strategy helpful in creating a well-rounded judgment?
- Are there strategies that you prefer to use?
 - ▶ Why is that strategy more useful to form a knowledgeable point of view?
- Are there particular strategies you would want to apply to certain types of sources?
 - ▶ Is this strategy more beneficial to certain types of sources?

The questions above will help segue into the take-away of this lesson, which is:

Thriving 21st century learners build knowledge by asking questions, considering multiple perspectives, and challenging the status quo.

Reading the books and looking at existing sources can help you get informed. It is still important to stay informed as a 21st century learner as information is always changing. Using one of the books in *Get Informed, Stay Informed*, review the list of sources and guidelines to help you stay informed, which is found on page 41 of each of the books. The list is copied below and should be displayed for students so that they can refer to it and apply strategies as they see fit.

- Read major newspapers and magazines from around the world, such as *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *Time*, in the United States, *The National Post*, *The Globe and Mail*, and *Maclean’s* from Canada, and *New Scientist* and *The Economist* from the U.K.

- Watch streaming news programs on the Internet, such as CNN News Student and Reuters, and evening news programs on television. Be sure to include global programs, such as BBC in the U.K. and W5 or The Fifth Estate in Canada.
- Have conversations with friends and family about current affairs.
- Listen to podcasts and radio shows, including programs that do not share your own point of view on the topic.
- Set up a Google alert for news stories about your topic so you never miss out on seeing the latest information.
- Follow scientists, world leaders, politicians, nonprofit organizations, and others on social media, such as Facebook and Twitter—being mindful to avoid click-bait.

Activity 1

Students will be creating a poster entitled “Tips and Tricks for the 21st Century Learner – Making an Informed Judgment.”

On the poster, students will:

- Choose a local, national, or global topic they would like to research and portray on their poster
- Give an overview of their topic, after having done research from varying perspectives
- Identify the stakeholders
- Explain how and why the stakeholders are affected
- Provide strategies they have acquired when making an informed judgment on the topic they have chosen
- Include several visual aids to enhance poster
- Reflection questions to be answered include:
 - ▶ Why is it important to get informed?
 - ▶ Why is it important to stay informed?
 - ▶ How are you going to get informed and stay informed? What strategies can you apply in order to establish and understand different stakeholders viewpoints?

*Teacher may choose to hand out or display these instructions.

Hand students *Tips and Tricks for the 21st Century Learner – Making an Informed Judgment Example*. They can refer to this worksheet as an example of what is expected on their poster.

Teacher should guide a discussion on the following topic:

As media consumers, we can get informed. But, it’s also just as important to stay informed. The poster you will be creating serves as a way for your fellow 21st century learners to learn about an issue of your choosing and for you to dive into strategies that you and your fellow learners can carry forward as informed citizens.

Extensions

- Students can make a tangible strategy toolbox to provide others with visual representations as a memory aid.
- Have students use the strategies found in their strategy toolbox and apply them to another article of their choice, highlighting the issue, along with evaluating credible sources and gauging perspective.
- Students can research how they can take action in their community and carry out a plan. See examples in *Get Informed, Stay Informed* titles.

Wrap-Up

Remind students of the importance of suspending judgment until you have an understanding of how to evaluate different sources of information, acquire multiple perspectives from key stakeholders, and make an informed judgment.

Students can present their findings to the class, do a gallery walk to display their posters, or a bansho to deepen their understanding of a variety of local, national, and global issues. Learn more about the bansho technique at the following link: <https://bit.ly/2AqNoeV>

To facilitate the bansho activity:

- Split class into two groups.
- One group will present their posters and reflective practice, while the other group browses the posters and asks their peers questions about their topic and strategies.
- After approximately 10 minutes, switch roles.

Consolidation/Reflection question:

- What would be your plan (what strategies would you use) when you’re faced with new information that pertains to new and upcoming global issues?

Assessment

Collect posters and reflection questions and evaluate for understanding using the *Leveled Checklist*.

Student's Name: _____ Date: _____

Leveled Checklist

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Integrated effective, appealing visual information on chosen topic.					
Sent a message about the issue and the importance of getting informed and staying informed.					
Included clear and well-researched information about the chosen topic.					
Identified 3 strategies to get informed and/or stay informed.					
Created poster using appropriate, learned vocabulary and information from the unit.					
Identified the importance of getting informed as a 21st century learner.					
Identified the importance of staying informed as a 21st century learner.					
Identified stakeholders and how/why they are affected by the issue.					

Additional Comments _____

Name: _____ Date: _____

Tips and Tricks for the 21st Century Learner: Making an Informed Judgment Example

Strategies in your toolbox:

Global Issue of Choice:

Researched Information Overview:

Stakeholders

How are they affected?



Visual Aids to Depict the Issue



Why is it important to get informed? _____

Why is it important to stay informed? _____

How are you going to get informed and stay informed? What strategies can you apply in order to establish and understand different stakeholders' viewpoints? _____
