



News Literacy Five Day Sequence

<p>Time Frame: Five Days</p>	<p>Authors: Jen Conlon (with Government Team at Maine East) in cooperation with Mike Spikes (Center for News Literacy, Stony Brook University) and with help from SHEG.</p>
<p>Proven Practices</p> <ul style="list-style-type: none"> ✓ Instruction on government institutions ✓ Use of current & controversial issues ✓ Simulations of democratic practices ✓ Service Learning 	
<p><u>IL Social Studies Standards</u></p> <p>Gathering and Evaluating Sources SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.</p> <p>Developing Claims and Using Evidence SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.</p> <p>SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.</p> <p>SS.CV.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.</p>	<p><u>CCSS/ELA History/Social Studies Standards</u></p> <p>CCSS.ELA-LITERACY.RH.11-12.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.3</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8</p> <p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p>Introduction: This fall the Civics and Government team from Maine East High School and Michael A. Spikes from the Center for News Literacy, Stony Brook University, collaborated to make a five-day sequence on News Literacy, ready for use in the classroom. The sequence addresses 1) information neighborhoods and outlet and publisher evaluation, 2) testing for truth, 3) source evaluation, 4) fairness and balance, and 5) bringing it together. For each day, we used a slide deck and handout. At the end, the lessons were combined in an easy-to-use Stony Brook card. For example, in a later lesson on filibusters, it was suggested that students "Stony Brook" their sources before using them and they did. This has been a great way to incorporate more news (current and controversial issues!) while developing the skills students need to determine whether information is worthy of their informed action. Also included here are formative and summative assessments. Here's the link to the folder with slide decks and handouts organized by day, the Stony Brook card, and the assessments.</p>	

**Essential Question:**

How do we know if news is worthy of informed action?

Supporting Questions:

- How do we know what information neighborhood we are in?
- How do we know if an outlet is trustworthy?
- How do we know if the news is the truth?
- How do we know if the source is trustworthy?
- How do we know if a story is fair? Should it be balanced?
- How do we put all these elements together?

Resources Required w/Citations:

- Five (5) included slide decks
- Four (4) daily handouts
- Stony Brook Card
- Optional: Formative and summative assessments
- Resources can be accessed in the following [google drive folder](#).

Recommended Procedures:

- 1) Provide each student with a copy of the four daily worksheets (either electronically or on paper), make a copy of the documents and modify them to suit the class's needs.
- 2) Each day during class, show the slide deck, pausing to discuss with students.
- 3) Every evening, have the students do the work at the end of the worksheet to reinforce their learning.
- 4) Give the formative assessment to see what students have learned.
- 5) Have students read articles and apply the Stony Brook Card.
- 6) In ensuing lessons where students are doing their own research, have them use the card to help build the disposition of using reliable resources.
- 7) Later in the semester, the summative assessment can be used to see what students have retained.

Possible Service Learning Informed Action:

Once students identify an issue for service learning and have developed questions they need to research, have them apply the card to the sources they uncover in their research.

Differentiation:

Differentiate in the sequence by providing responses to particular questions and work to help students understand. They can respond to the worksheets in pairs or small teams instead of individually. As students apply the protocol to their own research, they will be self-selecting their own articles, which should self-differentiate.

Possible Assessments:

Formative and summative assessments are included.

Other Considerations:

Any questions, please feel free to contact Jennifer Conlon, <mailto:mjconlon@maine207.org>.