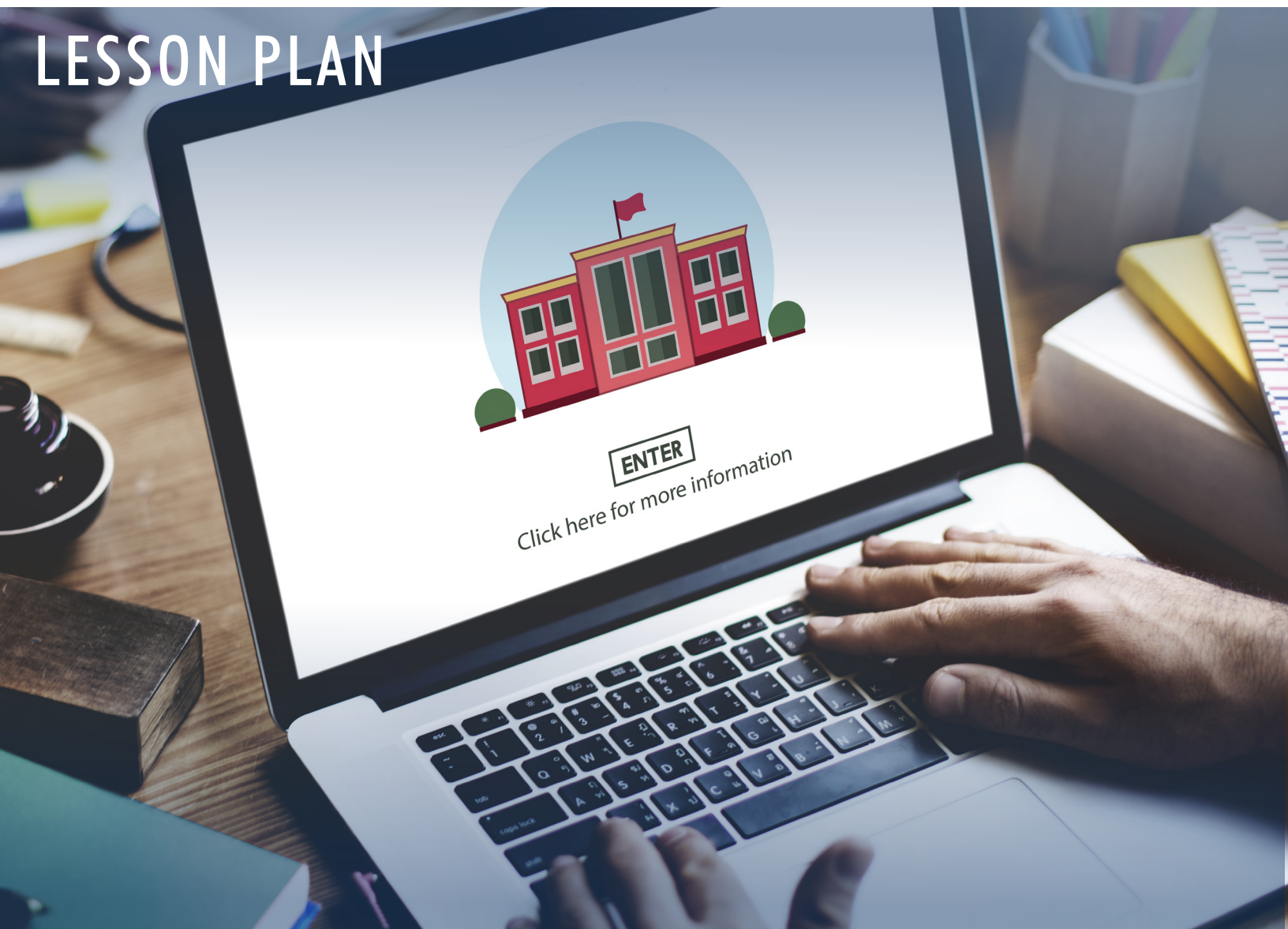


FIVE QUESTIONS TO IDENTIFY RELIABLE MEDIA CONTENT

LESSON PLAN



FIVE QUESTIONS TO IDENTIFY RELIABLE MEDIA CONTENT



Goals: Students will become familiar with five specific questions that can be applied to media content to test its reliability. They will work together to read an article and evaluate its reliability using these questions and a related rubric.

Lesson Overview:

- Play a game and review Zoom community guidelines
- Review important definitions (reliable, media, content) and a few opening questions
- Check for understanding of the assigned reading (Attachment 1)
- Review the Five Questions in context (optional scaffolding)
- Apply the Five Questions together
- Have students apply the Five Questions in small groups (Attachment 2)
- Reflect, review, and wrap up

Notes for Teachers:

- Students should come to the lesson having read Attachment 1, Five Questions that Will Help You Determine What Media Content to Trust. If you did not assign this for pre-work, you should give students access to the reading and ask them to read it individually before moving on.
- The activity on SLIDES 14-24 is **optional scaffolding**.
- Points of consideration for breakout rooms:
 - During breakout rooms, you can pop in and out of student groups to check on progress and be sure they are staying on task. If you're recording, it will only pick up the room that you are in (it will not record all breakout rooms).
 - During a breakout session, the chat goes only to small group members; therefore, you should send anything that the whole class needs in the chat BEFORE going to breakouts.
 - You should use the broadcast button to send messages and time warnings to all groups during the breakout session. Remind students to keep an eye out for the blue messages.

Curricular Adjustment Options:

1. Warming up:
 - a. You could give a pre- and post-lesson survey using such questions as "How confident are you about your ability to identify reliable media content?" Or, you could ask specifically about content from the lesson.
2. Applying the Five Questions in small groups:
 - a. Article Evaluation: This lesson is written using our rubric as the post-reading activity, but we have also included instructions in the PowerPoint for using our fillable chart as a replacement or an additional independent practice.
 - a. Article Choice: You could use any number of articles for this practice. You could assign different articles to students and ask them to share out about their article with another group in a breakout room or in the whole group.

Procedural Overview: When you log on to Zoom, you should begin to sort your breakout room groups (ideally 4-5 students per group). Once you're finished, share your screen and have your lesson plan ready with a document of SLIDE 30's instructions and the links to Attachment 2 ready to go.

Time: 60-75 minutes.

Options for a break:

- **If you're doing the optional scaffolding:** You may want to have a break before SLIDE 25.
- **If you're not doing the optional scaffolding:** You may want to break before SLIDE 28.

Shortening the lesson:

- **To shorten the lesson slightly:** You can skip or speed through the optional scaffolding activity on SLIDES 14-24.
- **To shorten the lesson significantly:** You can skip SLIDES 14-24 and could stop after SLIDE 25. Then, assign the small-group work as an independent activity to be done on their own and turned in to you.

Materials:

[PowerPoint](#)

[Five Questions that Will Help You Determine What Media Content to Trust \(Attachment 1\)](#)

[Article and Rubric \(Attachment 2\)](#)

[Alternative Article and Chart \(Attachment 3\)](#)

Procedures:

Time	Procedures	Virtual Instructions and Materials
5 minutes (optional)	<p>Games to play before starting the lesson</p> <p>This is an optional activity to get students acquainted with the platform functions and interacting with the camera.</p>	<p>Screen sharing on</p> <p>SLIDE 1 and/or SLIDE 2</p>
3 minutes	<p>Zoom community guidelines (SLIDE 3)</p> <p>Remember to have a specific way to take responses from students in the whole group (physical hand raise, Zoom hand raise icon).</p> <p>Introduce the lesson (SLIDE 4)</p> <p>Review the agenda (SLIDE 5)</p>	SLIDES 3-5
5 minutes	<p>Establish a common understanding of key terms (reliable, media, content)</p> <p>Explain to students: Remember that you can apply these questions to both a media outlet and a platform as a whole. But more importantly, you should be applying these critical questions to each piece of content that you engage with or read, regardless of whether you access that particular media outlet on a regular basis.</p>	SLIDES 6-8
5 minutes	<p>Warm-up questions</p> <p>You could also turn these questions into a poll or survey and collect responses that way.</p>	SLIDES 9-11
	“From where do you get news and information most often?”	SLIDE 9: Use the chat feature
	“How easy or difficult do you think it is to identify if a piece of content is reliable?”	SLIDE 10: Have students hold up fingers to show their response
	“How important is it to identify whether content is reliable before believing information?”	SLIDE 11: Have students hold up fingers to show their response
5 minutes	<p>Review the big-picture concepts from pre-work</p> <p>Ask students to share out takeaways from the reading with the whole group to ensure understanding of the key concepts. For example, you could ask students: Who can summarize the key points made about question 1: type? And continue through all five question areas.</p> <p>Remind students of Zoom expectations that you have for sharing out with the group.</p>	<p>SLIDES 12-13; record student responses</p> <p>Teacher Note: The students should come to the lesson having read Attachment 1. If it was not assigned for pre-work, you should give students access to the reading and ask them to read it individually before moving on. We recommend that you take notes on student responses using the PowerPoint slide (while the screen is shared).</p>

<p>(Optional)</p> <p>10 minutes</p>	<p>Identifying the Five Questions in context</p> <p><u>Teacher Note:</u> This is an <u>optional</u> activity for students who need more scaffolding before applying the questions or for younger students who may need information in smaller chunks. If it is not level-appropriate or if you are short on time, please eliminate this activity from the lesson and skip right to Applying the Five Questions Together (starting on SLIDE 25).</p> <p>Which of these answers the question of TYPE?</p> <p>Which of these answers the question of SOURCE?</p> <p>Which of these answers the question of EVIDENCE?</p> <p>Which of these addresses INTERPRETATION?</p> <p>Which of these addresses COMPLETENESS?</p>	<p>SLIDES 14-24</p>
<p>10 minutes</p>	<p>Apply the Five Questions together</p> <p>Use the two slides that follow to read through an article aloud with students. On SLIDE 26, do a think-aloud and model how students can ask themselves the Five Questions while taking in content. You can use the letters assigned to various pieces of the article to help with process.</p> <p>On SLIDE 27, have students begin to help you analyze the article, if they seem ready to do that. You could do this through non-verbal call and response (i.e. put up a yes if you think this is a piece of valid evidence for the point being made), having students raise their hands and share with the group, or any other method you choose (like polling).</p>	<p>SLIDES 25-27: Review what's to come in the next two slides</p>
<p>2 minutes</p>	<p>Transition to small group practice</p> <p>Explain to students that they will now get to apply the same techniques you just did together but on a new article in small groups. To assess their readiness, you could conduct an ESR with 1 being "There is no way I could do this on my own" to 5 being "Put me in coach, I'm ready!"</p>	<p>SLIDE 28</p>
<p>2 minutes</p>	<p>Breakout Rooms: What to expect</p> <p>Before breaking out, review with students what they can expect and what logistical things they will need to do during their time in the rooms. This is of particular importance if this is one of the first times they are using breakout rooms.</p>	<p>SLIDE 29</p> <p><u>Teacher Note:</u> Remember that during a breakout session, the chat goes only to small group members, so send anything that the whole class needs in the chat BEFORE going into breakouts.</p>

15 minutes	<p>Breakout Rooms: Applying the questions</p> <p><u>INSTRUCTIONS:</u></p> <ul style="list-style-type: none"> - You have been sent an article. Please read it on your own computer first. (Turn off your video while reading, then turn your video back on when you have finished.) - Once you finish reading, please choose a facilitator to share their screen with the group and highlight your answers. - Work together to evaluate the article using the rubric at the bottom of the document. Once you have decided how the article measures up against each of the criteria, highlight the box that best fits your evaluation. - Be sure to discuss WHY you have assigned the score you have for each criterion and HOW the article could be changed to score higher on low-scoring criteria. - Be prepared to share out about your experiences when you return to the whole group. 	<p>SLIDE 30: Share out the instructions</p> <p>Share out separate links to Attachment 2 for each breakout room</p> <p><u>Teacher Note:</u> During the breakout, you can pop in and out of student groups to check on progress.</p> <p><u>Teacher Note:</u> You should also use the Broadcast button to send messages and time warnings to all groups during the breakout.</p>
3 minutes	<p>Quick share-out</p> <ul style="list-style-type: none"> - Overall, how reliable did you find this article? - Were there certain criteria that you scored the article particularly high or low on? Why did you score it as you did? - How could you have changed the article so that it met all criteria better? - How easy or difficult was it to come up with a consensus about the scores your group would give on each criterion? <p><u>Teacher Note:</u> This slide is merely a placeholder to indicate a time for the whole group to come back together and have a quick discussion about the small group work. You can feel free to use some, all, or none of the questions listed to help with this discussion.</p>	SLIDE 32
5 minutes	<p>Reflection</p> <ul style="list-style-type: none"> - How might you need to adjust if a piece of content does not meet some of these criteria fully? - Are there any additional criteria you think should be included in this list? Why? - What types of content or media sources, if any, do you think these questions might not apply to? - Are there any instances where the answers to the questions might be less important? - Do you think you could use these questions on a regular basis to assess reliability? Why or why not? 	SLIDE 33