



Get Started

Grade level: 9-12 (could be adapted for 6-8)

Duration: 30 min with options to extend

Objective: Students will understand that they have the 1st Amendment Right to free speech including receiving information. They will explore different types of information to determine how to categorize it according to intent and evaluate its value.

Learning Targets:

- 🎯 I can understand my First Amendment rights regarding receiving information and how that information may be affected by those rights.
- 🎯 I can identify different types of information (propaganda, news, advertising, opinion) that I am receiving daily.
- 🎯 I can engage in critical conversations to evaluate information.
- 🎯 I can reflect on ways to tell whether something online is true or real and whether I should share it with others.
- 🎯 I can explain what algorithms do to my social feeds and online searches.

Standards

NC.DLS.DC.2: Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

NC.DLS.CC.6: Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Materials

*[Slides](#) (notes on slides as well)

[Nearpod lesson](#)

Lesson

Engage

Wonder

- Meet students at the door - clear instructions on where to sit
- Good Things - or some other SEL opening (tell me something good)
- Use the slides to engage students in wondering about the 1st Amendment and their rights - quick Q and game (slides 1-6)

Explore Investigate Explain Synthesize	• Explore different types of News Info (6 zones) ◦ Matching game in Nearpod • Explore examples and discuss in various ways ◦ News, create a headline, collaborative discussion, choose the headline to share at your table ◦ Advertising - think-ink-pair-share ◦ AI image detection - silent vote & discussion ◦ TikTok Algorithms - how you can control your feeds
Elaborate Express	• Review what the lesson did • Reflect & write about information you receive in relation to your 1st Amendment rights
evaluate	• Students evaluate each new type of info • Students evaluate learning at end through reflection writing on Nearpod ◦ May be shared with co-teacher for assessment - rubric may be created for grade or use as formative assessment
Differentiation	• Added images, less text • used several high-impact instructional strategies (think-ink-pair-share, table talk) to engage conversation • Variety of media: reading, video, image
Extensions	Inquiry research on topic related to content area that came for the lesson - students could find related ad, news article, and research using a database, further citation teaching may be needed for this
Reflect	• NCDLS listed above • Lesson engages students in thinking about and discussing their rights (SEL) • multiple high-impact instructional strategies used (boldfaced)

*Lesson adapted from [Original source](#) by News Literacy Project.