



A COMMUNITY APPROACH TO LEARNING

Unit Title	Responsible Information Use For Kindness	Course(s)	Theory of Knowledge
Designed by	P. A. Mooney	Time Frame	4 weeks / ten classes

Stage 1- Desired Results

Establish Goals

- ISTE 2C: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE 6D: Students publish or present content that customizes the message and medium for their intended audiences.
- CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Transfer

Learners will be able to....

What kinds of long-term independent accomplishments are desired?

- Identify logical fallacies in name and in context
- Identify cognitive biases in name and in context
- Differentiate between truth and misinformation
- Utilize available fact checking mechanisms to evaluate information

Meaning

UNDERSTANDINGS

Learners will understand that...

- Fallacious thinking and cognitive biases encourage the spread of misinformation
- Misinformation and misunderstandings undermine kindness
- Rigorous use of logic can help deter both fallacious thinking, and expressions of cognitive bias

Essential Questions

Learners will keep considering...

- How do logically rigorous and logically fallacious thinking influence our use of information?
- In what ways do people mistakenly translate misinformation into beliefs?
- What role does promoting truthful information have in promoting kindness?

Acquisition

Learners will know...

- The difference between logically rigorous and logically fallacious arguments
- Logical fallacies contribute to misinformation and beliefs that are unfounded
- Cognitive biases contribute to misinformation and beliefs that are unfounded
- Multiple fact-checking resources exist to help people make sense of current events (politics...)

Learners will be skilled at...

- Differentiating between logically sound and logically fallacious arguments.
- Identifying cognitive biases in theory and practice
- Fact checking current events for accuracy
- Remaining positive in the face of negative information

Stage 2- Evidence**PERFORMANCE TASK(S):**

Learners will show that they understand by evidence of...

GRASPS Task written in student-friendly language:

Goal	To be able to contribute to a shared culture of accurate knowledge, by doing an “breaking news” broadcast in response to a CNN or Fox News report that contains fallacies, or cognitive biases.
Role	You’re a cable news journalist, and broadcaster
Audience	Cable news audience (TOK Class who will peer-assess you)

Situation	You've discovered an current events issue that has been falsely reported, or exaggerated, by CNN, Fox News, or similar source, and you're exposing their journalism in your own broadcast.
Product	Mock news broadcast (screencast using intro provided)

OTHER EVIDENCE:

Learners will show they have achieved Stage 1 goals by demonstrating their understanding through the Six Facets of Understanding...

Explain	Basic definitions, logical syllogisms, basic fallacies and cognitive biases
Interpret	Basic current events for the purpose of disseminating accurate information
Apply	Knowlege of logical fallacies, and cognitive biases, fact checking internet sources
Have perspective	Offer counterarguments to misinformation
Empathize	Offer explanations for inaccurate news sources
Have self-knowledge	Recognize their own cognitive biases, and situations wherein they have made fallacious statements...

Stage 3- Learning Plan

Time Frame	Learning Events	Progress Monitoring
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1 class homework partial class 2 classes 1 class	Introduction to Fallacies Fallacies Practice Fallacies Knowledge Check Fallacies Pecha Kucha Presentations Fallacies AOL (combined with CB)	Group Feedback Quizlet Competition Groups Individualized Feedback Self-Assessment / Teacher Assessment Numeric Scoring
1 class homework partial class 1 class	Introduction to Cognitive Biases Biases Practice Biases Knowledge Check Cognitive Biases AOL (combined with LF)	Group Feedback Quizlet Competition Groups Individualized Feedback Self-Assessment / Teacher
4 Classes (including group viewing)	News Broadcast GRASPS Rubric Exemplar	Peer and Teacher Evaluation

Resources / Materials:

Kindness connection

Logical Fallacies Resources:

- [FALLACIES AND LOGIC: A Brief Introduction](#)
- [Logical Fallacies \(LF\) Introduction Knowledge Check](#)
- [LF Knowledge Check Key](#)
- [LF Quizlet](#): Formative Practice
- [Fallacious Witch Burning](#)
- [YourLogicalFallacyls](#)
- [LF Pechakucha Presentation Rubric](#)
- [LF Pechakucha Exemplar 1](#)
- [LF Pechakucha Exemplar 2](#)
- [LF AOL Assessment of Learning](#)

- [KEY LF AOL](#)

Cognitive Bias Resources:

- [A Quick Introduction to Cognitive Bias](#)
- [What's Your Cognitive Bias? The New Yorker Quiz](#)
- [CB Introduction Knowledge Check](#)
- [CB Knowledge Check Key](#)
- [Yourbiasis](#)
- [Cognitive Bias Visualization](#)
- [CB Quizlet](#): Formative Practice

Broadcast Resources:

- [Logical Fallacies & Cognitive Biases Grasps & Project Rubric](#)
- <https://www.allsides.com/>
- <https://www.politifact.com/>
- <https://www.snopes.com/>
- <https://www.factcheck.org/>
- <https://www.washingtonpost.com/news/fact-checker/>
- [Top Ten Sites to Help Students Check Their Facts](#)