Teacher's Guide: Truth Module

Seeking the Truth through Critical Thinking
Using Ancient Wisdom and Modern Tools

AIM OF THIS MODULE

Students will develop critical thinking skills by learning to distinguish fact from opinion, understand how misinformation spreads, and apply both traditional Indigenous wisdom and modern strategies to evaluate information and seek truth. Through the cautionary tale of Marcus and the rumor, students will recognize the personal and community impact of sharing unverified information and learn responsible ways to verify claims before sharing.

LEARNING OBJECTIVES

- Define and distinguish between facts and opinions
- Understand how rumors and misinformation spread in communities (both traditional and digital)
- Recognize the personal and community harm caused by unverified information
- Apply the WHO, WHERE, WHY, and WHAT questions to evaluate information critically
- Understand the concept of causation and recognize logical fallacies
- Learn how ancestral stories teach critical thinking through cause and effect
- Apply modern research strategies to verify information before sharing
- Practice critical thinking with real-world scenarios relevant to student experience
- Develop responsibility in information sharing and digital citizenship

MODULE STRUCTURE

This module contains 4 interconnected lessons that build critical thinking skills progressively:

- **Lesson 1: What is Critical Thinking?** - Fact vs. Opinion - Learning to tell the difference
- **Lesson 2: Modern and Traditional Strategies** - Tools for evaluating information
- **Lesson 3: Critical Thinking Practice** - Applying skills to real scenarios
- **Lesson 4: Research Project: Defending Our Truth** - In-depth investigation and presentation

LESSON 1: What is Critical Thinking?

Lesson Focus: Fact vs. Opinion - Learning to Tell the Difference

SLIDE 2: Introduction - The Rumor: A Story

Summary: Introduce the cautionary tale of Marcus, a high school student whose impulsive social media post about 'expired food' in the cafeteria causes a chain reaction of panic and harm to Keisha, a dedicated cafeteria worker. This story serves as the central narrative that illustrates the real-world impact of misinformation.

Teacher Narration: Today we're beginning an important journey together about finding truth. We're going to follow the story of Marcus, a student like you, who made a quick decision that spiraled into unexpected consequences. This story isn't meant to shame Marcus—it's meant to help us all understand something critical: that every post we share, every message we send, every piece of information we pass along has power. It can travel faster than we expect and touch people we never meant to hurt. Marcus's story teaches us why checking facts before sharing matters so much in our community.

Resources Available: You can provide students with the downloadable story text (written version) and the audio version. Allow time for students to read or listen before moving forward.

Critical Thinking Questions for Students:

- Why do you think Marcus decided to share that post without checking if it was true?
- What emotions might Marcus have been feeling when he posted? What emotions might have driven him to share quickly?
- Have you ever shared something (in person or online) that you later found out wasn't completely accurate? How did you feel?
- Who in this community was affected by Marcus's post, and how?
- What do you think Marcus could have done differently before hitting 'post'?

SLIDE 3: When Misinformation Spreads

Summary: This slide breaks down the specific harms that resulted from the false post: students stopped trusting the cafeteria, workers were unjustly blamed, Keisha experienced personal harm, the school had to expend resources to prove false information, and thousands of people online spread the lie further. Key lessons: one unchecked post can hurt a real community, and misinformation requires community effort to correct.

Teacher Narration: Notice what happened because of this single false post. This isn't just a story about a rumor—this is about real consequences. Keisha, who had been working hard for your community, suddenly felt scared and hurt. She questioned whether people trusted her. The school had to step in and investigate. And most importantly, dozens of people kept sharing this false information, not because they were trying to be mean, but because the

post felt important or scary. This teaches us something crucial: we are all responsible for the information we share. When misinformation spreads, it takes all of us to correct it.

Critical Thinking Questions for Students:

- Looking at this list of consequences, which one seems the most serious to you, and why?
- Why do you think people continued to share the false post? What made them keep spreading it?
- If you had been in this situation and saw the false post, what would you want someone to do?
- What responsibility do we have to others in our community before we share information?
- How could the school community work together to correct this misinformation?

SLIDE 4: What Marcus Could Have Done

Summary: This slide introduces the critical thinking framework through WHO, WHERE, WHAT, and WHY questions. It demonstrates that Marcus should have paused to ask: Who posted this? Where is the proof? What evidence exists? Why would someone create this? Instead, he shared because it 'felt important and scary'—showing how emotions can override critical thinking.

Teacher Narration: So what's the difference between what Marcus actually did and what he should have done? When critical thinkers encounter information, they pause. They ask questions. These questions—WHO, WHERE, WHAT, and WHY—become our tools for truth-seeking. WHO posted this? Are they trustworthy? WHERE is their evidence? WHAT proof do they have? WHY would someone make this claim? Is there a reason they might want people to believe this? These questions don't take very long to ask, but they matter tremendously. Instead, Marcus let his feelings—the fear that the food might really be spoiled, the excitement of sharing breaking news—push him to post without thinking. That's the trap we all fall into sometimes.

Critical Thinking Questions for Students:

- Which of these questions (WHO, WHERE, WHAT, WHY) do you think Marcus should have asked first?
- Why is it harder to ask these questions when we're feeling scared or excited?
- Can you think of a recent piece of information you encountered that made you feel strong emotions? Did you ask these questions before believing or sharing it?
- What might happen if everyone asked these questions before sharing information?
- Which of these questions do you find easiest to ask? Which is hardest?

SLIDE 5: Fact vs. Opinion - Learning to Tell the Difference

Summary: This is the foundational concept of Lesson 1. It introduces the critical distinction between facts (things that can be proven true or false) and opinions (beliefs that cannot be proven). The title slide emphasizes that this is the beginning of understanding critical thinking.

Teacher Narration: Today we're learning one of the most important skills for critical thinkers: the ability to tell the difference between a fact and an opinion. This might sound simple, but it's powerful. A fact is something that can be proven true or false. It's measurable, observable, and verifiable. An opinion, on the other hand, is a belief or judgment. It comes from feelings, values, or experiences—and it cannot be proven true or false. When we can tell the difference, we become much better at spotting misinformation. We're going to learn this skill together, and then we'll see how to apply it to protect our community from false information.

Critical Thinking Questions for Students:

- Why is it important to know the difference between a fact and an opinion?
- Can you think of something you believed was a fact, but later found out was someone's opinion?
- If someone shares an opinion, does that make them a bad person or a liar?
- How does knowing the difference help us be responsible community members?
- Why might someone try to make an opinion sound like a fact?

SLIDES 6-7: What Is a FACT?

Summary: These slides provide the formal definition and characteristics of a fact: it is something that can be proven true or false; it is based on evidence; it can be verified; and it uses objective language. Examples show how facts can be checked against sources (e.g., 'The school cafeteria serves lunch at 12:00 PM').

Teacher Narration: A fact is something we can check and verify. It's information that remains true whether we like it or not, whether we feel it, or whether we believe it. Facts are based on evidence. They come from observation, research, testing, or credible sources. When someone states a fact, you should be able to ask for proof, and they should be able to show you where that information comes from. Facts don't care about our feelings—they just are. The cafeteria serves lunch at 12:00 PM. Water boils at 100 degrees Celsius. These stay true whether we're happy about them or not.

Critical Thinking Questions for Students:

- What makes something a fact rather than just something someone said?
- If two people disagree about a fact, how do we find out which one is right?
- Can a fact ever be wrong? What changes a fact?

- How is the way scientists talk about facts different from the way people sometimes talk about rumors?
- Why do we need facts? What would happen if we only had opinions?

SLIDE 8: Fact vs. Opinion - Learning to Tell the Difference

Summary: The major visual introduction to the distinction. This slide shows the balance scale comparing facts (which have evidence, data, proof) to opinions (which are beliefs, judgments, preferences). The imagery of the scale emphasizes that these are fundamentally different kinds of knowledge.

Teacher Narration: Think of facts and opinions like a balance scale. On one side, you have facts—they're grounded in evidence, research, and verification. On the other side, you have opinions—they're grounded in beliefs, feelings, and personal values. Neither side is bad, but they serve different purposes. The problem comes when someone puts an opinion on the facts side of the scale and tries to convince us it's a fact. That's when misinformation happens. Our job as critical thinkers is to recognize which side of the scale we're looking at.

Critical Thinking Questions for Students:

- Looking at the image of the scale, what does the balance represent?
- Is one side more valuable than the other? Why or why not?
- What happens when we treat an opinion as if it's a fact?
- Can something start as an opinion and become a fact? Give an example.
- How do you think the person creating the balance scale knew how to represent these ideas visually?

SLIDE 9: What Is a FACT?

Summary: Deepens the understanding of facts with concrete examples: they can be checked and verified, they are based on credible sources, they use measurable or observable language, and they can be confirmed by multiple independent sources.

Teacher Narration: When we look for facts, we look for certain characteristics. First, facts can be checked. We can research them, measure them, test them. Second, facts come from credible sources—places or people who have invested time and expertise in being accurate. Third, facts use language that's specific and measurable. 'The school was founded in 1995' is more factual than 'the school is old.' And finally, facts are consistent. When we check multiple sources, they tell us the same thing. If sources contradict each other on a supposed fact, that's a red flag that we need to investigate further.

Critical Thinking Questions for Students:

- What would you do if you found two credible sources that said opposite things about a supposed fact?
- Why is it important to use specific, measurable language when stating a fact?
- How do you decide which sources are credible enough to trust?
- Can a person without credentials still tell you a fact? Why or why not?
- How would you explain to someone what makes something a fact?

SLIDE 10: What Is an OPINION?

Summary: Introduces the formal definition of opinion: a belief or judgment that cannot be proven true or false. Examples include taste preferences ('The cafeteria food tastes old'), unproven beliefs ('The school is not being honest'), and judgments ('Workers like her should lose their jobs'). Critical warning: people often present opinions as facts.

Teacher Narration: An opinion is a belief or judgment that comes from feelings, values, or personal experience. Unlike a fact, an opinion cannot be proven true or false. This doesn't make opinions bad—opinions matter! They shape who we are. But opinions and facts are different things. Let me give you examples from the Marcus story. 'The cafeteria food tastes old' is an opinion—it's about one person's taste preference. 'The school is being dishonest' is an opinion—it's a belief that hasn't been proven. 'Workers like her should lose their jobs' is an opinion—it's a judgment. Here's the dangerous part: people sometimes try to make opinions sound like facts. They say them confidently. They present them online. They convince others to believe them. That's when opinions become misinformation.

Critical Thinking Questions for Students:

- Why do people sometimes present opinions as facts?
- In the Marcus story, which part was opinion and which was fact?
- Can an opinion become a fact if enough people believe it?
- How do you respectfully disagree with someone's opinion?
- Is it ever okay to spread an opinion as if it's a fact? When? Why?
- Why is the warning at the bottom ('People often present opinions AS if they're facts') so important?

LESSON 2: Modern and Traditional Strategies

Lesson Focus: Tools for Evaluating Information from Multiple Perspectives

SLIDE 11: Practicing the Difference

Summary: Students practice identifying facts and opinions through interactive examples. This reinforces the concepts learned in Lesson 1 and builds confidence in distinguishing between the two before moving into more complex strategies.

Teacher Narration: Now that we've learned the difference between facts and opinions, let's practice. I'm going to give you some statements, and your job is to decide: Is this a fact or an opinion? Remember, facts can be checked and verified. Opinions come from feelings and beliefs. As we go through examples, think about what would make it a fact. What evidence would you need? Who would you ask to verify it?

Critical Thinking Questions for Students:

- What makes you confident that something is a fact?
- When you're not sure, what's your first step in figuring out whether something is true?
- Have you ever been wrong about whether something was a fact or opinion? What did you learn?
- How do you help a friend understand the difference when they're confused?
- Why is this practice important before we learn more advanced strategies?

SLIDES 12-13: Introduction to Lesson 2 - Modern and Traditional Strategies

Summary: These slides transition from the foundational fact/opinion distinction to the practical strategies for evaluating information. They introduce the idea that both modern (digital/research-based) and traditional (ancestral wisdom) approaches are valid tools for critical thinking. This bridges Indigenous knowledge with contemporary information literacy.

Teacher Narration: Now that we can tell facts from opinions, we need to ask: How do I check if this information is true? How do I evaluate it? The good news is, we don't have to start from scratch. Our ancestors developed ways to test ideas and seek truth. They asked critical questions. They looked for evidence. They told stories to teach these lessons. And today, we have modern tools—research methods, academic sources, digital tools—that help us do the same thing in new ways. The best critical thinkers use BOTH. They blend ancestral wisdom with modern tools. That's what we're going to learn in this lesson.

Critical Thinking Questions for Students:

- What methods do you think your ancestors used to check if information was true?
- What modern tools or methods do you use to verify information?

- Why would it be useful to combine both traditional and modern approaches?
- Can modern tools ever be wrong? Can traditional methods ever be incomplete?
- What would a good critical thinker look like in your community?

SLIDE 14: What is CAUSATION?

Summary: Introduces causation as one of the critical traditional thinking strategies. Causation means one thing causes another to happen. This is foundational to critical thinking because it helps us understand relationships between events and avoid false assumptions that things happening at the same time means one caused the other.

Teacher Narration: Here's a question that critical thinkers always ask: Does one thing cause another? This is called causation. When we understand causation, we understand relationships between events. Causation means one thing CAUSES another to happen—there's a real connection, not just a coincidence. Let me give you an example. If I turned on a light switch, the lights turned on. Is there causation? Yes, the switch caused the lights to turn on. But what if it was already daytime, and I flipped the switch, and the lights didn't turn on (because they don't work in daylight)? Just because I flipped the switch right before something happened doesn't mean the switch caused it. That's a trap we fall into sometimes. We see two things happening close together, and we assume one caused the other. That's not always true, and critical thinkers watch out for that.

Critical Thinking Questions for Students:

- What's the difference between something happening at the same time and one thing causing another?
- Why do you think people make this mistake?
- In the Marcus story, what was the cause and what was the effect?
- Can you think of something that happened to you where you thought one thing caused another, but it didn't?
- How do we know for sure that there is causation?

SLIDE 15: What is CAUSATION? (continued)

Summary: Deepens understanding of causation with the three requirements: PROOF that one thing caused the other, EVIDENCE (not just coincidence), and LOGIC (it makes sense that A caused B). Uses poison in food example to illustrate how we determine causation requires all three elements.

Teacher Narration: To know there's really causation—to know that one thing actually caused another—we need three things. First, we need PROOF. Not just a story or a feeling, but actual evidence that shows the connection. Second, we need more than just EVIDENCE of timing. Just because something happened after something else doesn't prove the first caused the second. And third, we need LOGIC. It has to make sense that one thing would

cause the other. Let's look at poison. If someone eats poisoned food and gets sick right after, we can prove poison caused the illness because we understand how poison works (logic), we can test the food (evidence), and we can trace the timeline (proof). That's true causation. But if someone eats regular food and gets sick an hour later, we can't say the food caused the illness just because they got sick after eating. We'd need proof, evidence, and logic all pointing the same way.

Critical Thinking Questions for Students:

- In the poison example, which requirement is most important? Why?
- How would Keisha (from the Marcus story) prove that the false post caused her harm?
- Can you think of something you believed caused something else, but later realized it didn't?
- Why is the LOGIC requirement important? What does it mean?
- How would a critical thinker apply these three requirements to information they encounter?

SLIDE 16: Correlation vs. Causation

Summary: This slide teaches the critical distinction between correlation (things happening together) and causation (one thing causing another). Understanding this distinction is essential to avoiding logical fallacies and recognizing when misinformation uses false causation claims.

Teacher Narration: Here's one of the biggest tricks people use to spread misinformation: they see two things that happen together—we call that correlation—and they claim one caused the other. But correlation is NOT causation. Just because two things happen at the same time doesn't mean one caused the other. For example, ice cream sales go up in summer. People get sunburned more in summer. Ice cream sales and sunburns are correlated—they happen together—but ice cream doesn't cause sunburns. They both happen because of summer. When you see someone claiming causation based only on correlation, you've spotted a critical thinking trap. That's when you ask for the proof, evidence, and logic.

Critical Thinking Questions for Students:

- Can you think of other examples where two things are correlated but one doesn't cause the other?
- Why do you think people confuse correlation with causation?
- How would someone use this confusion to spread misinformation?
- What questions would you ask if someone told you that A caused B but only showed correlation?
- Is correlation ever useful in critical thinking? Why?

SLIDE 17: Traditional Critical Thinking Strategies

Summary: Introduces the ancestral/traditional approaches to seeking truth. This bridges Indigenous knowledge systems with the critical thinking concepts, showing that testing ideas, asking questions, and looking for patterns is not new—it's rooted in Indigenous pedagogy and worldviews.

Teacher Narration: For generations, our ancestors were critical thinkers. They asked questions about the world. They tested ideas. They looked for patterns and causes. They understood logic. They passed down their knowledge through stories and teachings. When we look at traditional critical thinking strategies in Indigenous cultures, we see the same processes that modern scientists use. We see elders who tested medicines and shared what worked. We see stories that taught consequences and causation. We see knowledge keepers who asked questions before accepting new information. What we're learning in this lesson isn't new—we're learning how to think the way our ancestors thought, and we're connecting that to modern tools.

Critical Thinking Questions for Students:

- What traditional stories do you know that teach critical thinking?
- How did your community test or verify information in the past?
- What can we learn from traditional approaches that modern methods might miss?
- How would our ancestors have handled the Marcus rumor?
- What's the value in connecting ancestral wisdom to modern critical thinking?

SLIDE 18: Learning Through Stories

Summary: Emphasizes that stories are powerful teaching tools for critical thinking. Stories show cause and effect, the difference between what people believed and what was proven, how to predict consequences, and how to apply lessons to real life. This connects the opening story (The Rumor) to traditional pedagogical methods.

Teacher Narration: Why have our ancestors used stories to teach? Because stories are how we understand the world. When we hear a story, we see CAUSE and EFFECT. Marcus shared something (cause), and Keisha got hurt (effect). Stories help us spot the difference between what people BELIEVED and what was PROVEN. In the Marcus story, people believed the food was poisoned because they trusted Marcus, but it wasn't proven. Stories teach us to PREDICT consequences. We can follow what happens after a choice and learn before making the same mistake ourselves. And stories show us LESSONS we can apply to our own lives. The Marcus story isn't just about Marcus—it's about all of us and how our actions affect our community. This is why I started our lesson with a story. It's not just entertainment. It's teaching.

Critical Thinking Questions for Students:

- What did you learn from the Marcus story that you wouldn't have learned from just reading facts?
- How does seeing the cause and effect in a story help you understand the real world?
- Can you think of a traditional story that teaches about consequences?
- Why do you think our ancestors chose stories as a teaching method?
- What story could teach others about critical thinking in today's world?

SLIDE 19: Modern Critical Thinking Strategies

Summary: Shifts to modern/contemporary strategies for evaluating information. These are practical, research-based methods that students can apply in their digital lives: checking sources, reading multiple perspectives, understanding bias, fact-checking, using verification tools, and understanding media literacy.

Teacher Narration: Now let's talk about modern tools. When information comes to you today, a lot of it comes through screens—social media, news websites, messages from friends. The critical thinking questions we've been learning still apply, but we have new tools to help us. We can check the source of information instantly. We can read what different news outlets say about the same event. We can understand bias—the tendency to favor certain ideas based on beliefs or profit. We can use fact-checking websites. We can ask questions about who benefits from this information being spread. These modern strategies build on the same foundation as traditional critical thinking. They're just adapted for the world we live in now.

Critical Thinking Questions for Students:

- What modern tools or methods do you already use to check information?
- Why is it important to check the source of information?
- What does bias mean, and why does it matter when evaluating information?
- How would you explain fact-checking to someone who's never done it?
- What's the connection between modern strategies and the traditional thinking we've learned?

SLIDE 20: Learning Through Stories (Traditional Wisdom Connection)

Summary: Reinforces the connection between ancestral pedagogy and modern critical thinking, showing that both approaches help us understand cause and effect, distinguish fact from opinion, predict consequences, and apply lessons. This is a bridge slide that connects the two halves of Lesson 2.

Teacher Narration: As we move forward, remember this: the way our ancestors taught critical thinking through stories is just as valid as modern methods. Both help us learn the same things. When we combine traditional and modern approaches, we become much more

powerful critical thinkers. We're not choosing one over the other. We're building a toolkit that honors where we come from and prepares us for the world we're in now.

Critical Thinking Questions for Students:

- Which has more power in teaching critical thinking: a story or a fact? Why?
- How would you describe critical thinking to someone who'd never heard the term before?
- What makes a good critical thinker in your community?
- If you had to teach someone else critical thinking, would you use stories or modern tools? Both?
- How has this lesson so far changed how you think about information?

LESSON 3: Critical Thinking Practice

Lesson Focus: Apply Your Skills - Use What You Learned

SLIDE 21: Introduction to Lesson 3

Summary: This slide transitions from learning theory to application. Students now move from understanding what critical thinking is to actually doing it. They'll encounter real-world scenarios and practice applying the strategies they've learned.

Teacher Narration: You've learned the tools. Now it's time to use them. This is where critical thinking becomes real. We're going to give you scenarios and situations, and you're going to ask the questions we've learned. You're going to spot opinions hiding as facts. You're going to check for causation. You're going to think about evidence and logic. This is where you practice being the kind of critical thinker your community needs. And don't worry if you're not perfect—critical thinking is a skill that gets better with practice. Every time you ask a question, every time you check a source, every time you pause before sharing, you're getting stronger at this.

Critical Thinking Questions for Students:

- What's the difference between learning about critical thinking and actually doing it?
- Which part of critical thinking do you think will be easiest for you to apply?
- Which part might be harder? Why?
- How will you know if you're thinking critically?
- What will you do the next time you see information you're not sure about?

SLIDES 22-24: Practice Scenarios

Summary: These slides present real-world scenarios that students would encounter. Each scenario gives students a piece of information (often a statement mixing fact and opinion or making false claims) and asks them to apply critical thinking strategies. Scenarios might include social media posts, rumors, news headlines, or peer discussions—contexts relevant to student experience.

Teacher Narration: For each scenario, I want you to think like a critical thinker. Ask yourself: Is this a fact or an opinion? Where's the evidence? Is this based on causation, or is it just correlation? Who benefits if people believe this? What would I need to know to verify this? Talk with a partner. Discuss what you notice. Don't just jump to a conclusion. Take time to think. Remember, there's no single right answer here—what matters is that you're asking the right questions and thinking through it carefully.

Critical Thinking Questions for Students:

- What makes this statement feel true or untrue to you?
- What evidence would prove or disprove this claim?

- Who is making this claim? What's their credibility?
- Is there bias in how this information is presented?
- What assumptions does this claim make?
- What would a critical thinker want to know before believing this?
- How would you explain why you agree or disagree with this statement?

SLIDES 25-29: Modern Critical Thinking Strategies in Depth

Summary: These slides dive deeper into specific modern strategies for critical thinking: evaluating sources, understanding bias, recognizing author credibility, checking multiple sources, and understanding how information is presented (media literacy). Each strategy builds on the foundational concepts while giving students practical tools.

Teacher Narration: Modern critical thinking strategies are practical tools you can use right now. When you see information on social media, ask: Where did this come from? Is the source credible? What do they want me to believe, and why? Are they trying to sell me something? Are they expressing a strong opinion or stating a fact? What do other sources say about the same topic? These questions might take a few seconds, but they save you from spreading misinformation. They make you a trusted person in your community. They help protect people like Keisha from harm.

Critical Thinking Questions for Students:

- How do you decide if a source is credible?
- What's the difference between a source and a claim?
- How does understanding bias help you evaluate information?
- Why is it important to check multiple sources?
- How can the same fact be presented in different ways? What does that tell you?
- What's your first step when you encounter information online that you're not sure about?

LESSON 4: Research Project: Defending Our Truth

Lesson Focus: In-Depth Investigation and Presentation of Truth Claims

SLIDES 30-35: Research Project Overview and Instructions

Summary: These slides introduce the culminating project where students conduct their own research on a truth claim relevant to their community. Students will identify a claim, investigate its validity using critical thinking strategies, gather evidence, and prepare to defend or refute the claim. The project integrates all skills learned throughout the module.

Teacher Narration: For your final project in this module, you're going to become researchers. You'll identify a claim about something in our community—it could be about school, about a local event, about something you've heard people discuss. Then you're going to investigate it thoroughly. Is it true? Is it partially true? What evidence supports it? What evidence contradicts it? You'll use all the skills we've learned: asking critical questions, checking sources, understanding causation, recognizing bias, and applying both traditional and modern research methods. At the end, you'll present your findings. You'll explain your research process, show your evidence, and defend your conclusions. This is where critical thinking becomes real community work—seeking truth and sharing it responsibly.

Critical Thinking Questions for Students:

- What's a claim in our community that you've always wondered about?
- Why is it important to research claims rather than just believing or disbelieving them?
- What sources would you use to investigate your claim?
- How will you know when you've found enough evidence?
- What will you do if you find evidence that contradicts what you believed?
- How will you present your findings in a way that's respectful but honest?

SLIDES 36-41: Research Methodologies and Source Evaluation

Summary: These slides teach students how to conduct research systematically. They cover choosing reliable sources, understanding different types of sources (primary vs. secondary, academic vs. popular media), evaluating source credibility, documenting sources, and avoiding bias in research.

Teacher Narration: Good research starts with good sources. You need to understand different kinds of sources and know which ones are most reliable for different questions. Academic sources, published by experts, are reviewed before being shared—they've been fact-checked. Interviews with community members are powerful but represent individual experiences. News articles can be good, but remember that news outlets have biases too. Statistics are useful, but remember to ask where they come from. Primary sources—original documents, interviews, observations—are valuable. Secondary sources—books, articles that

interpret primary sources—are also valuable. The key is using multiple types of sources and understanding the strengths and limitations of each. And always, always document where your information comes from. That's part of being an honest researcher.

Critical Thinking Questions for Students:

- Why would you need different types of sources for different questions?
- What makes a source reliable?
- How do you recognize bias in a source?
- What's the difference between trusting someone's opinion and trusting their research?
- Why is documenting your sources important?
- How would you explain to someone why one source is better than another?

SLIDES 42-44: Presenting Your Findings

Summary: These final instruction slides guide students on how to present their research findings clearly, persuasively, and ethically. They cover organizing evidence, making logical arguments, acknowledging limitations, responding to questions, and presenting findings respectfully even when conclusions are controversial.

Teacher Narration: When you present your findings, your goal is to help others understand your research and your thinking. You're not trying to convince them that you're right—you're inviting them to follow your logical process. Here's how: First, explain your research question clearly. What claim did you investigate? Second, walk through your process. What sources did you use? Why did you choose them? Third, present your evidence. Show what you found. Fourth, explain your conclusion. Based on the evidence, is the claim true, false, or partially true? Fifth, acknowledge what you don't know or what limitations your research has. No research is perfect. Finally, be respectful. If your findings contradict what someone believed, that's okay. Your job is to present truth, and truth-telling is always an act of love for your community.

Critical Thinking Questions for Students:

- Why is it important to explain your research process, not just your conclusion?
- How do you present controversial findings respectfully?
- What do you do if someone disagrees with your research?
- Why should you acknowledge limitations in your research?
- How does presenting your research help you understand critical thinking better?
- What will you do with what you've learned after this project?

SLIDES 45-46: Conclusion and Reflection

Summary: Final reflection slides encourage students to integrate what they've learned and think about how critical thinking applies beyond this module. Students consider the power of seeking truth, their role in community, and how they'll use these skills going forward.

Teacher Narration: We've come a long way from the Marcus story. You've learned to tell facts from opinions. You've learned about causation and evidence. You've practiced applying critical thinking to real scenarios. You've conducted your own research. And most importantly, you've learned that seeking truth is not just an academic exercise—it's a responsibility you have to your community. When you share information, you're deciding what shape the world takes for other people. That's powerful. That's important. Our ancestors understood this. They knew that truth-telling and wisdom-seeking were sacred responsibilities. Now you do too. As you move forward, carry this with you: be a critical thinker. Ask questions. Check sources. Consider consequences. Speak truth. And help others do the same. That's how we build strong communities based on honesty, respect, and real knowledge.

Critical Thinking Questions for Students:

- How has this module changed the way you think about information?
- What's the most important skill you've learned?
- Where will you use critical thinking in your life?
- What will you do the next time someone shares something with you?
- How can you help others in your community become critical thinkers?
- What's the connection between seeking truth and caring for your community?

ASSESSMENT GUIDELINES

Formative Assessment Throughout the Module

Use the critical thinking questions provided with each slide to assess student understanding in real-time. These questions help you gauge whether students can identify facts vs. opinions, apply evaluation strategies, and think critically about information.

Research Project Assessment

- **Research Question & Claim:** Student clearly identifies and explains the claim they're investigating
- **Source Evaluation:** Student uses multiple, credible sources and explains why they're reliable
- **Critical Thinking Application:** Student applies concepts learned (fact/opinion, causation, bias, evidence)
- **Logic and Evidence:** Student presents logical arguments supported by evidence
- **Presentation:** Student communicates findings clearly, acknowledges limitations, and presents respectfully
- **Community Relevance:** Student connects research to community impact and shows understanding of responsibility

Additional Teaching Tips

Creating a Critical Thinking Classroom Culture

- Model curiosity: Share your own questions and how you evaluate information
- Normalize mistakes: Show that critical thinking sometimes leads to changing your mind—that's growth
- Use real community examples: Connect module content to issues students care about
- Create safe space for disagreement: Teach students to respectfully challenge ideas while respecting people
- Celebrate critical thinking: Recognize when students ask good questions or catch misinformation
- Connect to Indigenous wisdom: Regularly reference traditional teaching methods and ancestral knowledge
- Make it relevant: Discuss current events, social media rumors, community discussions through a critical thinking lens

Differentiation Strategies

- **For Advanced Learners:** Challenge them to identify bias in sources, analyze author credibility, explore epistemology (how we know what we know)

- **For Struggling Learners:** Provide sentence frames for critical thinking questions, use visual organizers, start with simpler fact vs. opinion examples
- **For English Learners:** Provide vocabulary support, use visuals extensively, allow peer discussion before whole-class sharing
- **For Different Learning Styles:** Use stories (auditory), images and videos, hands-on research projects, discussion-based learning