

Uncovered
Lesson Plan Day 5
Sources Matter

LESSON OBJECTIVE

Students will be able to:

- Define and describe fake news
- Identify the main tests used by fact checkers

ASSESSMENT

- Exit Questions
- Classwork

KEY POINTS

- Teacher will begin to prepare students for their documentary scripting
- Students will analyze the “newsworthiness” of climate change

COMPONENT	TEACHER & STUDENT ACTIONS	MATERIALS
Do Now [5 min]	Answer the question: What is “fake news”?	Slidedeck Paper and pencil (or discuss out loud as a class) Student Journal
Mini-Lesson [20 min]	Use the Pig Hero Videos and questions prompts to discuss fake news	Slidedeck
Independent Activity [20 min]	Sources Matter Activity: Students will be given an article on climate change and fake news. They are to use the article to answer the questions in their journal.	Slidedeck Fake news & climate change article Student Journal
Class Discussion [10 min]	Fact checking and the CRAAP test	Slidedeck
Closing [5 min]	Based on what you’ve learned so	Slidedeck

	far, is Climate Change fake news? Why or why not?	Paper and pencil (or discuss out loud as a class) Student Journal
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DIFFERENTIATION CONSIDERATIONS:

- Choose either paper/pen/pencil or digital tools (Google Slides, Google Draw, etc)
- Students can work individually or in groups
- Students can have more teacher support where needed

STANDARDS

NGSS

- **HS-ESS2.D1:** The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
- **HS-ESS2.D3:** Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
- **HS-ESS2.D4:** Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.

Common Core

- **CCSS.ELA-LITERACY.SL.6-12.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-12 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-LITERACY.SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **CCSS.ELA-LITERACY.SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **CCSS.ELA-LITERACY.SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **CCSS.ELA-LITERACY.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **CCSS.ELA-LITERACY.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **CCSS.ELA-Literacy.W.6-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

C3 Social Studies

- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.

