**Date Reviewed**

February 2023

**Course**

[Social Studies 6](https://curriculum.gov.bc.ca/curriculum/social-studies/6)

**Topic**

Media Literacy

**Big Idea**

Media sources can both positively and negatively affect our understanding of important events and issues.

**Essential Questions**

* How does the media influence public perception?
* How can we determine if a media source is trustworthy?

**Learning Standards**

**Content**

*Students are expected to know the following:*

* media technologies and coverage of current events

**Curricular Competencies**

*Students are expected to be able to do the following:*

* construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
* make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement)

**Core Competencies**

[Communication](https://curriculum.gov.bc.ca/competencies/communication) - I can use oral communication skills to share my understanding of reliable media sources with small groups and the whole class.

[Thinking](https://curriculum.gov.bc.ca/competencies/thinking) – I can create arguments defending perspectives presented by media sources.

[Personal and Social](https://curriculum.gov.bc.ca/competencies/personal-and-social) - I can demonstrate ethical judgments and responses about media and coverage of current events.

**First People’s Principles of Learning**

Learning involves recognizing the consequences for one’s actions.

**Introduction**

* + Have students explore the [Tree Octopus](https://zapatopi.net/treeoctopus/) website using the [See-Think-Wonder](https://thinkingpathwayz.weebly.com/seethinkwonder.html) strategy. Have students record their first impressions and wonderings on the handout “See/Think/Wonder”.
  + As a provocation, express concern about the tree octopus and state that the class should help. Write on the board “Strongly Agree”, “Agree”, Disagree”, and “Strongly Disagree”. Use the [Value Line](https://www.tolerance.org/classroom-resources/teaching-strategies/community-inquiry/value-lines) strategy to have students show whether or not they think they should help the tree octopus.
* Have students look at the [main page](https://zapatopi.net/) of the Tree Octopus website. Encourage them to notice that the content is meant to be a “source for conspiracies and other diversions”.
* Ask: “How does it feel to be fooled?” Have students use strategy to discuss. Debrief by making a connection to the FPPL that “Learning involves recognizing the consequences for one’s actions”.
* Have students write a reflection in their journals.

**Pre-Assessment**

[Carousel Activity:](http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html)

* Students brainstorm 6-8 types of media they use; ex. television, movie, social media, advertisements, magazines, newspapers, books, apps, gaming. Write these types on large chart paper. Hang chart paper on the wall or place on tables around the room.
* Break students into 6-8 groups. Students move in a carousel rotation to all the papers. At the paper they write what they know and wonder. Have students read before writing and give a check mark if they know or wonder the same thing that is already written.
* Have students return to their starting point and pick 5 key things from their paper and share them with the class. Debrief and document student questions.

**Interactive Learning Activities**

Part 1: Understanding Media Literacy

* Write “Media Literacy” on the board. Have students brainstorm everything they know about media literacy. What is it? Why is it important?
* Show one or more of the brief student videos in the PBS collection [Students Explaining Media](https://srlmisinformationoverload.tumblr.com/). Have students take notes using the handout “Notice and Wonder”.
* Ask: “What are the issues?” “What can we do?” “What are your next steps?” Students should write a reflection in their journal. Record and debrief responses. Post “next steps” on a board.

Part 2: Thinking Critically About Online Information

* Ask: “How we can tell if something is real or fake?” Have students use strategy to discuss.
* Play [Reality Check Games](http://mediasmarts.ca/sites/mediasmarts/files/games/reality-check/index.html#/) (individual, pairs, or whole class)
* Students should use their journal to record ways to analyze online information. Then create a whole class list of how to analyze online information. Post co-created list on a wall and refer back during discussions.

Part 3: Analyzing Online Images

* Ask: “Why would someone create a fake image?” “Where have you seen fake images?” “How are fake images made?” Have students use strategy to discuss.
* Play individual, pairs, or whole class
* Debrief by asking how difficult it was to determine whether an image was computer generated or a photograph.

Part 4: Analyzing Sources

* Have students brainstorm trustworthy sources of information.
* Provide students with the Analyzing Sources Handout. Have the students determine whether the stories that appear in each of the news links below pass the CRAAP test.
* [Fox News](https://www.foxnews.com/auto/suspected-drunk-driver-tried-to-light-cigarette-with-his-burning-car)
* [CNN](https://www.cnn.com/2018/06/11/us/lemonade-stands-country-time-trnd/index.html)
* Have students research one or more of the statements and then decide whether or not the statement is accurate and the source is trustworthy. *(The stories in Fox News and CNN are most probably accurate. This exercise will give students a useful checklist to help them analyze sources.)*

**Do your information resources pass the CRAAP test?**

Use the CRAAP test to evaluate the sources you find. CRAAP stands for: Currency, Relevance, Authority, Accuracy, and Purpose. All questions must be answered as “YES”, in order to pass the test.

|  |
| --- |
| Currency: Is the information on the website well-maintained and up to date? Does the site tell you when it was last updated?  Relevance: Is the information relevant to your topic?  Authority: Are the author’s qualifications clearly stated? Is the author qualified to write on the topic?  Accuracy: Is the information well-researched and supported by evidence? Is the content valid, without errors of fact, interpretation, or judgment? Is the information cited correctly?  Purpose: Are the points of view presented objectively and in a clear and balanced manner? |

Part 5: Analyzing Articles

* Have students compare 5 news articles using a [Jigsaw](https://www.jigsaw.org/) strategy.
* Print or provide digital access to the following articles about vaccinations:
* [New York Times](https://www.nytimes.com/2015/09/18/upshot/not-up-for-debate-the-science-behind-vaccination.html)
* [BBC News](https://www.bbc.com/news/health-48512923)
* [Harvard](http://sitn.hms.harvard.edu/flash/2016/to-vaccinate-or-not-to-vaccinate-searching-for-a-verdict-in-the-vaccination-debate/)
* [NBC News](https://www.nbcnews.com/health/kids-health/anti-vaccine-groups-take-dangerous-harassment-offline-real-world-n1096461)
* [Off the Grid News](https://www.offthegridnews.com/alternative-health/why-i-dont-vaccinate-my-children/)
* Number students from 1-5 to create 5 groups. Provide each group with a different article about vaccinations.
* Students should read the article and answer the [5W’s and H Questions](https://k12.thoughtfullearning.com/minilesson/asking-and-answering-5-ws-and-h-questions).
* In their expert groups, students should discuss the perspective about vaccinations presented in their article: positive, negative, neutral.
* Break students into mixed groups (at least one student from each article) so that students can share the information and perspectives presented in their articles.
* Have students respond in their journals: “How does the media influence public perception*?”*

**Post-Assessment**

Before and After Selfie Art

* + Students create two cartoon images of themselves. The before image should show them before they knew about media literacy (brainstorm how they used to feel/ practices they used to do) and the after image should show their new knowledgeable self (brainstorm what they have learned and their new practices)
  + Students should add labels and thought bubbles and speech bubbles to their art to show what they have learned.

**Extension Activities**

Digital Identity

* Students can play Common Sense Media’s [Digital Compass](https://www.digitalcompass.org/game/index.html) (headphones required).
* Brainstorm themes and strategies. Ask: “What do you notice about the different characters?” “What choices did you make?” “What were you influenced by?” “How do choices impact actions?”
* Have students work with a partner to create a story of a character navigating the digital world. Students can tell the story through a six-panel comic strip.

**Additional References**

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<https://www.commonsense.org/system/files?file=pdf/2022-03/2020-digitalcompass-educatorguide-final-release-1.pdf>

Common Sense Media. [n.d.] “Reviews for what your kids want to watch (before they watch it).” <https://www.commonsensemedia.org/>

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Zuckerberg, Randi. *Dot*. New York, N.Y.: Harper, [2013]

**Materials and Resources**

(see next pages)

**See/Think/Wonder**

|  |
| --- |
| SEE  What do you see? |
| THINK  What do you think is going on? |
| WONDER  What does it make you wonder? |

**Notice and Wonder**

|  |  |
| --- | --- |
| **I Notice...** | **I wonder...** |
|  |  |

**Analyzing Sources**

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