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Engl. 357; Lesson Plan 2 Reflection

16 October 2020

### Media Literacy Lesson Plan Reflection

When approaching this lesson, I immediately think of the importance of discerning credible information from unreliable information. While building on critical thinking, these skills are important not just academically but in everyday life as well. As we saw with the first part of the semester, students are growingly bombarded by media messages from ads, television, social media, political campaigning, streaming services, and so much more. It's extremely important that students critically analyze the information they are consuming. Not everything that we see is credible or accurate; being able to figure that out in a methodical and educated manner will lead our students into a successful academic and personal future.

The idea of using games really intrigued me, both as a teacher and a student. I found the PostFacto game (the robot one) and the Factitious game to be the most appealing to me. The PostFacto game teaches a variety of aspects that could be false or altered in an article as well as how to research or fact check different parts that may seem incorrect. The Factitious game was challenging but in an enjoyable way. A productive aspect about this game is that it explains reasons as to why a link isn't credible or why it might be. The only issue I have with the Factitious game is that it doesn't necessarily have the best instruction on how to find the reasons they give as to why or why not a source is credible. I do, though enjoy that this game provides different difficulties for different grade/education levels. This makes the lesson much more adaptable.

When making the lecture about evaluating sources, I originally made this long-winded, cluttered PowerPoint filled with a disarray of questions to use when evaluating a source. After doing some looking, I found what's called the CRAAP test. Not only did it have a vast majority of the questions I had come up with, but it also had the questions categorized into a more systematic layout. I used this CRAAP test to organize and enhance my lesson by separating the different sections of the acronym into their own slides. I found a handout created by a professor at Eastern Michigan University, Sarah Fabian, to assist with my PowerPoint. I have attached and cited her handout to the lesson plan. This will be a good resource for students to use when evaluating their own sources.

The PowerPoint also discusses Wikipedia and the pros and cons about using it. I don't want to discourage student from using Wikipedia, as it does prove to be a helpful starting point for research. Though I do want to advise students on how to use Wikipedia as a place of reference but not a direct source.

The worksheet I created for the lesson plan will allow students to apply what they learned from the presentation, the game(s), and the CRAAP method on outside sources, including sources they may find in their everyday lives. This worksheet and the example sources can be adapted for specific audiences/classes and to be more everyday based or academically based.

I enjoyed the activity on page 113 of *Argument in the Real World*, but felt it was a bit much to put into this lesson. So instead, at the end of the worksheet I created for this lesson, I have students find a source that they find to be credible and one that is unreliable. These can be Facebook posts, Instagram posts, news articles, advertisements, or whatever they find in their everyday lives. This will allow them to get a more real-world approach at looking at media and credibility instead of an academic lens.

Overall, my goal for this lesson was to make students aware of their intake of sources and media and have the skills and techniques to evaluate credible and unreliable sources, both academically and personally, as these are abilities they should use throughout their entire lives.

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## Media Literacy: Evaluating Sources

### **Overview**

Researching is a vital component to any project students will do in a majority of their classes. This lesson begins a larger research project where students will need to incorporate multiple types of sources pertaining to their topic. Preparing students with the skills to determine whether their sources are credible will be a valuable resource for them through their schooling as well in the real world. Teaching students how to evaluate what they're consuming on social media, in the news, and other ways they absorb media and information will enhance not only their lives as educated people but also create a more well-rounded society. Developing these critical thinking skills, this lesson will teach students a handful of ways to detect possibly fake information or articles both recreationally and academically. They will apply the tools they learn in this lesson on a homework assignment where they evaluate sources they find on their own as well on their project that will come in a future lesson.

### **Grade Levels**

- Grades 9 – 12
- Could be adapted for younger grades as many students as young as 13 or even younger have social media and have access to many sources of media.

## **Learning Objectives**

Students will be able to:

- Recognize fallacies or truths within a source to determine if a source is credible or not.
- Appraise sources to determine a credible source versus an unreliable source by applying the evaluation tools on different forms of media to determine which sources are worthwhile or not.
- Demonstrate the purpose of using credible sources and identifying poor or problematic sources when doing research and while consuming everyday media.

## **Vocabulary**

*Media, Source, Evaluate, Credible Sources, Unreliable Sources, Research*

## **Preparation / Prerequisites**

- Before the lesson, teachers will want to find recent sources to apply to the worksheet. Up-to-date media will not only engage the students but also relate to them. The worksheet is adjustable to add different links. As the world of media changes, the media chosen for the worksheet may become obsolete, inaccurate, or no longer resonates with students. Keeping up with current media and events will allow the students to see real world examples they will more likely come into contact with.
- Teachers can alternatively use the Factitious Game in place of the PostFacto game depending on the class, their needs, and age level.

## **Time Needed**

- A 40-minute class period should be enough time to get through the game and the PowerPoint. Either game will take roughly 10 minutes. Once the students have completed the game, go over other ways students can determine a credible source over an unreliable

source by going through the Evaluating Sources PowerPoint, which may take the rest of the class time. The students will have the worksheet to do as homework.

### **Materials and Equipment**

- Evaluating Sources PowerPoint to teach students multiple ways to determine if a source is credible or not.
- Worksheet on Evaluating Sources as practice for the students. This will serve as an assessment at the end of the lesson, which will be collected the next class.
- The PostFacto Game (<https://www.postfactogame.com/>) for students to get an idea of what lies ahead as they learn about credible sources as well as seeing a real-life example that they may see in their own media usage. (Or alternatively, the Factitious Game: <http://factitious.augamestudio.com/#/>, which is more age-appropriate for younger students.)
- The CRAAP Method Handout by Sarah Fabian
- Laptops or Personal Learning Devices with Internet connection (inside and outside the class) will be needed for the game as well as completing the worksheet.

### **Step-by-Step Procedures**

1. At the start of class, have student access the game. Have them take notes on different ways the game determines incorrect information. This will take them roughly ten minutes to complete.
2. When the students are done, transition to the Evaluating Sources PowerPoint by asking them about some of the things they found while playing the game. A list could be written on the board for students to copy if they don't have them already.

3. Go through the Evaluating Sources PowerPoint, which will teach students different ways to determine whether or not a source is credible and worthwhile of using in research. The PowerPoint will also demonstrate different alternatives to certain websites (such as Wikipedia). Instruct students to take notes, as they will need to use these indicators on their worksheet as homework.
4. After the presentation has been given, allow students to ask questions as you hand out their worksheet. The students will need to complete the worksheet as homework and turn it in the next day. The worksheet has a variety of links that students will need to evaluate and make the judgement of whether or not they find a specific source credible or not and why they came to that conclusion.

### **Notes on Pedagogy**

- The PowerPoint and worksheet can be easily adapted to be printed off in various font sizes or paper colors for students with visual impairments or be provided online for students with dysgraphia or other writing or physical impairments. Fonts can be changed to aid with dyslexia or other reading difficulties.
- This lesson allows for open discussion and thinking. The questions given using the CRAAP test provide students with critical thinking opportunities that are not necessarily right or wrong. These questions will help students process information they are receiving and determine whether or not their source is worth their while using, reliable, and credible.
- Students may have trouble answering some of the questions on the CRAAP test if they don't know how to find or look for them. Not all questions need to be answered to determine if a source is credible or not. The presentation will have an example of a good

source that the questions can be answered and an example of a poor source. This might help students know how to go through the CRAAP test and determine a credible source from an unreliable one.

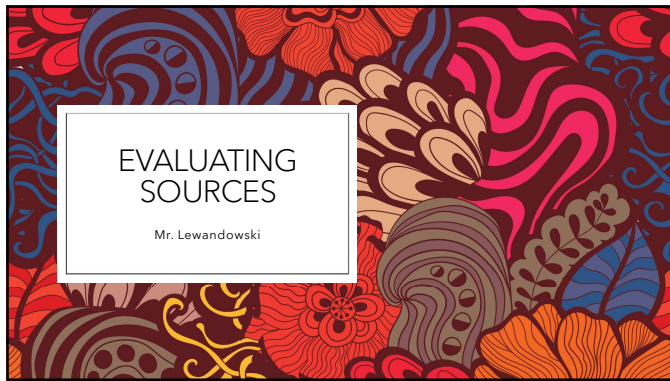
### **Assessments**

Students will have their worksheet on Evaluating Sources that will be assigned as homework. This will be returned the next day for points. This will be graded by marking a point for each source that was marked as credible or unreliable correctly and a point for an explanation for why for each source.

### **Attachments**

- Evaluating Sources PowerPoint
- Evaluating Sources Worksheet
- CRAAP Test Handout





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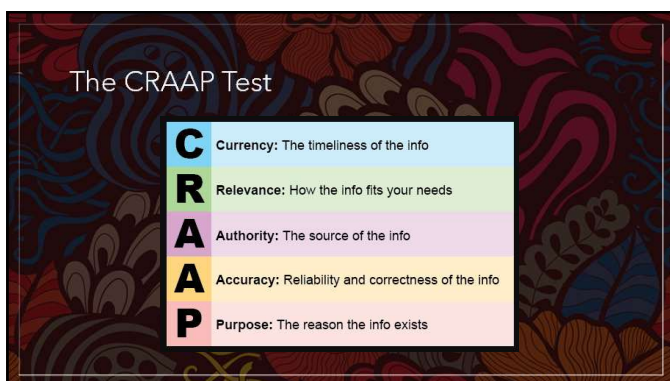
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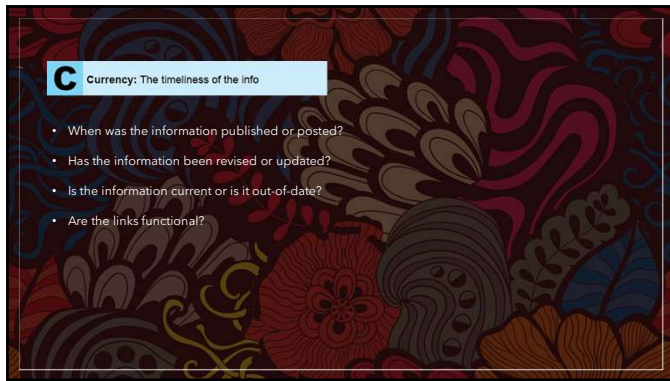
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**C** Currency: The timeliness of the info

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or is it out-of-date?
- Are the links functional?

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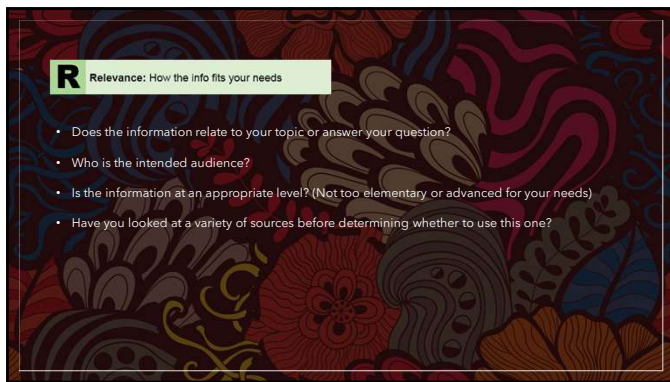
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**R** Relevance: How the info fits your needs

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level? (Not too elementary or advanced for your needs)
- Have you looked at a variety of sources before determining whether to use this one?

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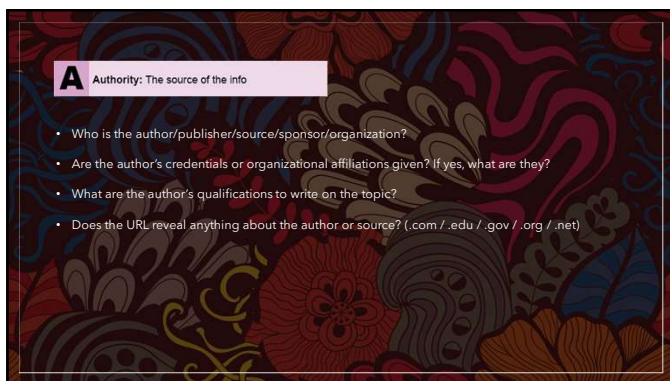
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**A** Authority: The source of the info

- Who is the author/publisher/source/sponsor/organization?
- Are the author's credentials or organizational affiliations given? If yes, what are they?
- What are the author's qualifications to write on the topic?
- Does the URL reveal anything about the author or source? (.com / .edu / .gov / .org / .net)

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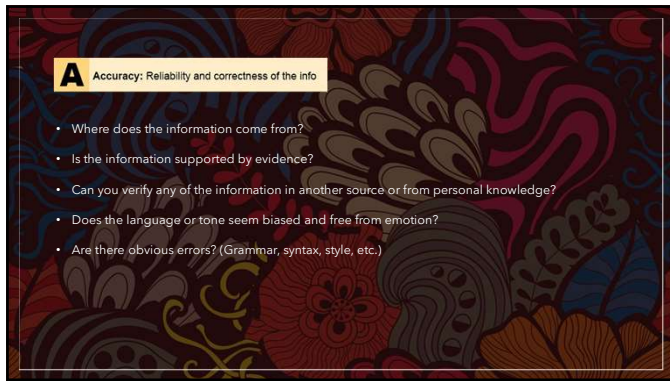
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**A** Accuracy: Reliability and correctness of the info

- Where does the information come from?
- Is the information supported by evidence?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free from emotion?
- Are there obvious errors? (Grammar, syntax, style, etc.)

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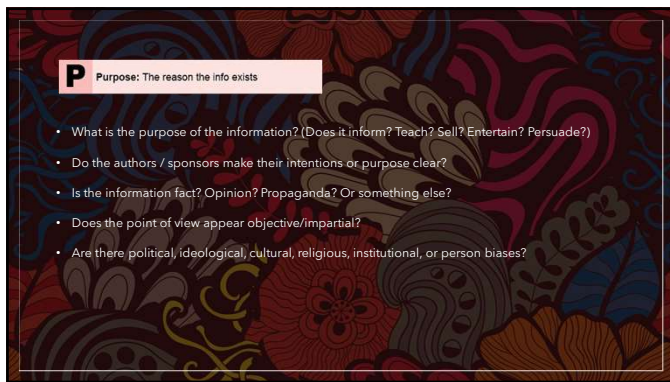
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**P** Purpose: The reason the info exists

- What is the purpose of the information? (Does it inform? Teach? Sell? Entertain? Persuade?)
- Do the authors / sponsors make their intentions or purpose clear?
- Is the information fact? Opinion? Propaganda? Or something else?
- Does the point of view appear objective/impartial?
- Are there political, ideological, cultural, religious, institutional, or person biases?

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Example One:

◦ [https://www.who.int/publications/item/WHO-2019-nCoV-Non-passenger\\_ships-2020.1](https://www.who.int/publications/item/WHO-2019-nCoV-Non-passenger_ships-2020.1)

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## Example Two:

- <https://www.counterpunch.org/2020/10/16/pack-the-damn-court-joe/>

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## Wikipedia

### Pros

- A good starting point
- Has links to more reliable sources
- Can give you ideas for where you want to go with your research

### Cons

- Anyone can edit a Wikipedia page
- There's not always reliable sourcing

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## Wikipedia

The screenshot shows the Wikipedia homepage with the following content:

- Welcome to Wikipedia**: A message stating that Wikipedia is a free encyclopedia and that users can help improve it.
- Featured article**: A section titled "Robert Burns (23 January 1759 to 21 July 1796) was the most famous of Scottish poets. He is the only Scottish poet to have been knighted. He is also the only Scottish poet to have been knighted." with a small image of Burns.
- Recent events**: A list of recent events including "The 2020 Summer Olympics are postponed for one year due to the coronavirus pandemic." and "The 2020 Summer Olympics are postponed for one year due to the coronavirus pandemic."
- Did you know...**: A section with a list of interesting facts, including "Did you know that the first ever computer was built in 1842?" and "Did you know that the first ever computer was built in 1842?"

<https://news.co.uk/news/scotland/scots-wikipedia-language-articles-native-speaker-mistakes-610689>

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## Wikipedia (Cont.)

businesses, and institutions. During the 1950s, television was the primary medium for influencing public opinion.<sup>[1]</sup> In the mid-1960s, color broadcasting was introduced in the US.

Footnotes link to outside sources. These are good points for finding additional sources. (You'll still want to evaluate these sources as well.)

### References

1. \* Diggs-Brown, Barbara (2011). *Strategic Public Relations: Audience Focused Practices* p.48
2. \* "TVTechnology: The State of Television, Worldwide"<sup>g</sup>. Retrieved 22 March 2015.
3. \* \* Julie Jacobson (1 December 2012). "Mitsubishi Drops DLP Displays: 'Goodbye RPTVs Forever!'"<sup>g</sup>. Retrieved 22 March 2015.

At the bottom of each Wikipedia page should be a list of references. These also could be valuable in your research, but make sure you evaluate them as well.

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## Sources

\* The questions on slides 4 through 8 come from a handout by professor, Sarah Fabian, at Eastern Michigan University: <https://guides.emich.edu/c.php?g=187819&p=1242320>

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Name: \_\_\_\_\_

### Evaluating Sources Worksheet

Determining whether a source is credible or not requires an important set of critical thinking skills. These skills will not only help you build your credibility academically when doing research, but they will also aid you in your everyday consumption of media.

The following sources are a mixture of credible and unreliable sources. Applying the evaluation tools you learned in class, you will assess the sources given and decide whether or not a source is credible. As you make your decision, give a brief explanation of two to three full sentences as to why you chose that conclusion and what brought you to that decision.

At the end of the worksheet, you will find your own sources to evaluate. Find two sources, one that is credible and one that is not. These can be Facebook posts, Reddit threads, news articles, political ads, magazines, and so on. Please provide a link or the title of a book or list the source in a way I can find it again, then specify why the source is or is not credible.

Source 1: Article from *Developmental Psychology*, a scholarly scientific Psychology journal:  
[https://www.researchgate.net/profile/Linda\\_Siegel/publication/9035020\\_The\\_Development\\_of\\_Reading\\_in\\_Children\\_Who\\_Speak\\_English\\_as\\_a\\_Second\\_Language/links/0c96051f6aaf6376c8000000.pdf](https://www.researchgate.net/profile/Linda_Siegel/publication/9035020_The_Development_of_Reading_in_Children_Who_Speak_English_as_a_Second_Language/links/0c96051f6aaf6376c8000000.pdf)

Is this source credible or not? Yes / No  
Why?

Source 2: An entertainment article from the news source, The Onion:  
<https://entertainment.theonion.com/hundreds-of-cane-wielding-demonstrators-pull-governor-i-1845326511>

Is this source credible or not? Yes / No  
Why?

Source 3: Wikipedia page on George Washington:  
[https://en.wikipedia.org/wiki/George\\_Washington](https://en.wikipedia.org/wiki/George_Washington)

Is this source credible or not? Yes / No  
Why?

Name: \_\_\_\_\_

Source 4: CNN article on Twitter Outages:

<https://www.cnn.com/2020/10/15/tech/twitter-outage/index.html>

Is this source credible or not? Yes / No

Why?

Source 5: YouTube video on Egypt:

<https://www.youtube.com/watch?v=dm7ooOsuzog>

Is this source credible or not? Yes / No

Why?

Source 6: A Blog post by a Carnivore Diet enthusiast:

<https://carnivorearelius.com/vegan-diet-debunked/>

Is this source credible or not? Yes / No

Why?

Your Credible Source:

How do you know this source is credible?

Your Unreliable Source:

How do you know this source is unreliable?

Name: \_\_\_\_\_

### Evaluating Sources Worksheet

Determining whether a source is credible or not requires an important set of critical thinking skills. These skills will not only help you build your credibility academically when doing research, but they will also aid you in your everyday consumption of media.

The following sources are a mixture of credible and unreliable sources. Applying the evaluation tools you learned in class, you will assess the sources given and decide whether or not a source is credible. As you make your decision, give a brief explanation of two to three full sentences as to why you chose that conclusion and what brought you to that decision.

At the end of the worksheet, you will find your own sources to evaluate. Find two sources, one that is credible and one that is not. These can be Facebook posts, Reddit threads, news articles, political ads, magazines, and so on. Please provide a link or the title of a book or list the source in a way I can find it again, then specify why the source is or is not credible.

Source 1: Article from *Developmental Psychology*, a scholarly scientific Psychology journal:

[https://www.researchgate.net/profile/Linda\\_Siegel/publication/9035020\\_The\\_Development\\_of\\_Reading\\_in\\_Children\\_Who\\_Speak\\_English\\_as\\_a\\_Second\\_Language/links/0c96051f6aaf6376c8000000.pdf](https://www.researchgate.net/profile/Linda_Siegel/publication/9035020_The_Development_of_Reading_in_Children_Who_Speak_English_as_a_Second_Language/links/0c96051f6aaf6376c8000000.pdf)

Is this source credible or not? Yes / No

Why?

Source 2: An entertainment article from the news source, The Onion:

<https://entertainment.theonion.com/hundreds-of-cane-wielding-demonstrators-pull-governor-i-1845326511>

Is this source credible or not? Yes / No

Why?



Name: \_\_\_\_\_

Source 3: Wikipedia page on George Washington:

[https://en.wikipedia.org/wiki/George\\_Washington](https://en.wikipedia.org/wiki/George_Washington)

Is this source credible or not? Yes / No

Why?

Source 4: CNN article on Twitter Outages:

<https://www.cnn.com/2020/10/15/tech/twitter-outage/index.html>

Is this source credible or not? Yes / No

Why?

Source 5: YouTube video on Egypt:

<https://www.youtube.com/watch?v=dm7ooOsuzog>

Is this source credible or not? Yes / No

Why?

Source 6: A Blog post by a Carnivore Diet enthusiast:

<https://carnivorearelius.com/vegan-diet-debunked/>

Is this source credible or not? Yes / No

Why?

Name: \_\_\_\_\_

Your Credible Source:

How do you know this source is credible?

Your Unreliable Source:

How do you know this source is unreliable?

# Does Your Web Site Pass the CRAAP Test?

## **Currency:** *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of date for your topic?
- Are the links functional?

## **Relevance:** *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?

## **Authority:** *The source of the information.*

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given? If yes, what are they?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?  
examples: .com .edu .gov .org

## **Accuracy:** *The reliability, truthfulness, and correctness of the informational content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there obvious errors (spelling, grammar, etc.)?

## **Purpose:** *The reason the information exists.*

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?