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| **Standard/Objective:**  **T**he **s**tudent **w**ill **b**e **a**ble **t**o analyze various types of media for legitimacy to enhance media literacy.  **PC.4.OC2S.3** – Present information, findings, and supporting evidence clearly, concisely, and logically in informative and persuasive speeches and debate  **PC.4.OC2S.4** – Apply debate fundamentals in a variety of formal and informal debates | **Level:**  **Beginner**  I**ntermediate**  Advanced |
| **Timeframe:**  **1 90-min class**  (block scheduling) |

**Media Literacy • Understanding the Coronavirus Pandemic**

**Part 1 – Essential Elements**

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| **Essential Question** | How can sharpened media literacy improve public information? |
| **Supporting Question 1** | How can you spot “bad” information? |
| **Supporting Question 2** | What is a bad source and how do you find a better one? |
| **Supporting Question 3** | How can I be a better public “informant?” |

**Rationale –** Students should be better equipped to mediate the constant swirl of information readily available to them in different mediums. It is becoming increasingly difficult to wade through information and determine its legitimacy, but now more than ever given the Coronavirus pandemic it is imperative that students be able to do so effectively. This lesson helps students navigate media and messaging using the SIFT method. The lesson culminates in an informal introduction to other skills—like card cutting, and author indictment.

**Part 2 –** **The Lesson**

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| **Supporting Question 1**  How can sharpened media literacy improve public information? | **Activity 1—**  1) The instructor will **direct** students through a series of discussion questions:   * What is your reaction to the latest news on the Coronavirus outbreak? * What are your feelings about how you have already been or could still be impacted? * How are you communicating those feelings to others? * Are you using social media to express your feelings or what you have been doing during social distancing/isolation?   2) If students have been tweeting/IG/TikTok/FB-ing about the pandemic, encourage them to share what they have been saying—(we call this “Hot-Take Hump-Day” in my class, where students are allowed to share a “hot take” thought they have had about a recent social or political issue) |
| **Supporting Question 2**  What is a bad source and how do you find a better one? | **Activity 2 –**  1) Students should find a Coronavirus-related claim on any social media platform and use the techniques on <https://infodemic.blog/> to conduct an investigation of the claim. Your investigation should answer the following question/steps:   * Where do I think this claim originated? How did I find its origin (INVESTIGATE)? * Once I investigated the origin of the claim, I found better information about the subject at X (FIND BETTER COVERAGE). * To what/where can I TRACE the original/actual context used for this claim? |
| **Supporting Question 3**  How can I be a better public “informant?” | Activity 3 –  1) Students should revisit their media claim from Activity 2. They should rewrite or reframe the claim in their example using the improved information they gathered in Activity 2.  2) Students should submit their a. answer to Activity 2 questions b. original social media claim from activity 3, and c. revised social media claim via email for final grade assessment. |

**Part 3 – Assessment**

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| Students will be informally assessed via written submissions from Activity 2 and Activity 3. |

**Part 4 – Resources**

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| **Key Terms and Resources** | Hover |
| Media Literacy | Context |
| Validity | <https://infodemic.blog/> |
| Source | <https://infodemic.blog/2020/02/22/find-a-better-source/> |
| Date | <https://infodemic.blog/2020/02/23/check-the-date/> |
| Reverse Image Search | <https://infodemic.blog/2020/02/24/click-through-and-search/> |

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| **Resources for Extension** | <https://www.youtube.com/watch?v=AD7N-1Mj-DU&vl=en> |

**Part 5 – Reflection**

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**AMI Modified Assignment Page –**

Hello students! Today you will be completing an assignment about Media Literacy and the Coronavirus Pandemic. Media literacy is an important component in understanding global threats, and it is also a critical feature of research in debate. **The pre-activity discussion questions and three activities in this assignment should be done over the course of one-class week (M/W/F or T/Thr).** Once you have completed all three activities, you should **submit to me via email** at [rosalia.n.valdez@gmail.com](mailto:rosalia.n.valdez@gmail.com).

**Pre-Activity Discussion Questions:**

1. What is your reaction to the latest news on the Coronavirus outbreak?

2. What are your feelings about how you have already been or could still be impacted?

3. How are you communicating those feelings to others?

4. Are you using social media to express your feelings or what you have been doing during social distancing/isolation?

5. Are you willing to share any of your social media posts about the pandemic if you have been posting? If so, provide a brief description of the media (if it is a meme you have shared or created, you can try to paste it as well). It can be sad, humorous, neutral, etc., just no explicit content please.

Activity 1:

1. You should find a Coronavirus-related claim on social media. It can be a tweeted link, an infograph, meme, article, etc. but it MUST make a claim, no matter how informal, about Coronavirus. Copy and paste a link or the item itself into the document you will eventually share with me.

2. Using the resource, <https://infodemic.blog/>, conduct an investigation of your Coronavirus-related claim. Your investigation should answer the following question/steps:

* Where do I think this claim originated? How did I find its origin (INVESTIGATE)?
* Once I investigated the origin of the claim, I found better information about the subject at X (FIND BETTER COVERAGE).
* To what/where can I TRACE the original/actual context used for this claim?
* What can you conclude about the veracity and availability of information?
* You should click through all of the resources on this page. They will be very helpful to you!
* <https://infodemic.blog/2020/02/22/find-a-better-source/>
* <https://infodemic.blog/2020/02/23/check-the-date/>
* <https://infodemic.blog/2020/02/24/click-through-and-search/>

3. Now that you have completed your investigation (answering all items in Activity 1 item 2), go back to your social media claim from Activity 1 item 1. You should now recreate or reframe the claim with better information you gathered in item 2. If you used media that you cannot recreate, then write a paragraph explaining how the media and claim could be changed to reflect more accurate information.

4. When you have finished ALL parts of this assignment, you should submit it to itslearning.com or email it to me at [rosalia.n.valdez@gmail.com](mailto:rosalia.n.valdez@gmail.com). Please email me if you need any help. This assignment will be reposted for a week of classes. You should allot that amount of time to complete it. There will be a firm due date for this assignment for grading purposes. Wash your hands! Miss you!