Unit Title: What is Fake News
Grade Level: 11,12
Subject Area: Citizenship & Government
Duration/Length/Number of class periods: 4 Class Periods
Description: Students will be introduced to News Articles and how to read them. By discerning sites, authors, sources, and biases, students will be better equipped to validate the articles they read for the truth.
Established Goals (National, State, Local):   9.1.1.1.3 Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.   9.1.4.8.2 Evaluate the role of interest groups, corporations, think tanks, the media and public opinion on the political process and public policy formation.

What Enduring Understandings are desired?   All news has a bias   You can discern an article's bias.
What Essential Questions will be considered?   • How do you determine an article's bias?   • How do you determine the validity of an article?   • What sources are good sources?   • How can a newsource be unbiased?
Students will know / be able to: • Students will know All news has a bias   • Students will be able to identify who created an article   • Students will be able to identify the source of information   • Students will be able to identify the bias of an author

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Students will fill out a preliminary Google Forms to introduce them to the idea of biases as well as to challenge them to think about their sources of news. This will help students start to think critically about how they access the news as well as the biases that are a part of their media consumption. This should be paired with a discussion about biases and the fact that everyone has them based on their background experiences. Use yourself as an example and have students talk through all of the biases that you may have. (For me: white, male, teacher, college educated, etc.) Then, have students write down their own biases and share with a partner. Have students read https://www.allsides.com/media-bias/how-to-spot-types-of-media-bias to determine how to spot biased language in the media. Google Form link: https://forms.gle/JTH89Swm9yYDXk8E9	x		X		Google Forms	Google Forms	3b
Attached is a video of me going through a news article and showing students how to determine the news source, the author, the argument being made, the source of information, and the reasoning for creating the article. https://drive.google.com/file/d/1UX47kkYy9A14Ygek9TnC9s-mDgf0ZtAD/view If done in person, go through multiple news articles and determine how to find this same information in each article. Slowly allow the class to do more of the work themselves until they deduce everything as a class with no teacher input. Bonus points if you introduce new news sites to allow students to see a variety of news sites and article formats. If students are fast workers or are interested in the subject of fake news, include this article to share with them. It goes in-depth on how to spot fake news and includes many interesting websites who tried to pass as real news. https://www.factcheck.org/2016/11/how-to-spot-fake-news/	x			X	Google Drive	Screen Castify	3b
Students will have InsertLearning downloaded onto their chromebooks. They will then click the link that will take them to a CNN news article with questions and highlighting embedded in the article. Students will demonstrate their newly acquired skills to answer the questions and identify information such as author, site, bias, arguments, and sources. By having the questions right after the information is	X			x	Insert Learning	Insert Learning	3b

presented, students should be scaffolded better. https://insertlearning.com/v1/share/fdi8lo89						
The culmination of this unit is a straightforward assessment. Students will be responsible for finding a news article that is arguing some sort of a point. Within this article the student is responsible for citing the author, site, biased language, source of information, and the ultimate point of the article. The student will be responsible for creating a Screencastify such as I did to express their findings. Attached is a rubric that students can work off of to meet the standards. https://docs.google.com/document/d/1ZRPg3qbe3FY0rNIdhx52xWfYOtGu3wH4mOoy5iUmhAO/edit?usp=sharing		x			Screen Castify	Google Drive	6a

Materials, tools and resources:
InsertLearning Extension- Make sure students have the Insert Learning google extension downloaded onto their Google Chrome. Answers should be put right into Google Classroom if shared.
Google Forms- Connect to Google Classroom so answers are readily available. Use answers to shape what sites you look at with students.
 Google Drive- Videos are easily saved to google drive from Screencastify and is the best way to share with one another. ScreenCastify- Google Chrome extension necessary for both teacher and students to create videos. However, save to google drive for easy sharing and downloading of videos.

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Day 1: The first box above should be the schedule for day 1. Introduce the students to these topics with a discussion about biases and have them cite the biases you may have. Then, after having students discuss their own biases with their partners, allow them to work through the google form and fill in the form according to their information.

Day 2: Show the video created on ScreenCastify of an article dissected for validity in its information. Then, if in-person, go through more and more articles with the students taking over the role of finding the pertinent information. Try and use articles and sources that students included on their google forms yesterday. If not in person, then find videos online of people dissecting News Articles.
Day 3: Students will use InsertLearning to answer questions on the article for themselves and practice dissecting an article by themselves. If the students finish early, have them read the article on Fake News and the many ways that people try and pass fake news off as real.

Day 4: Students will be doing their summative assessment today by creating their own ScreenCastify. Use the rubric as the guide for students to follow. If done in class, allow 10 minutes to find an article, 10 minutes for students to find all of their important information, 10 minutes to plan the video, and 10-15 minutes to record their videos and submit them via google drive. Lastly, congratulate the students on a job well done.