English Virtual Learning

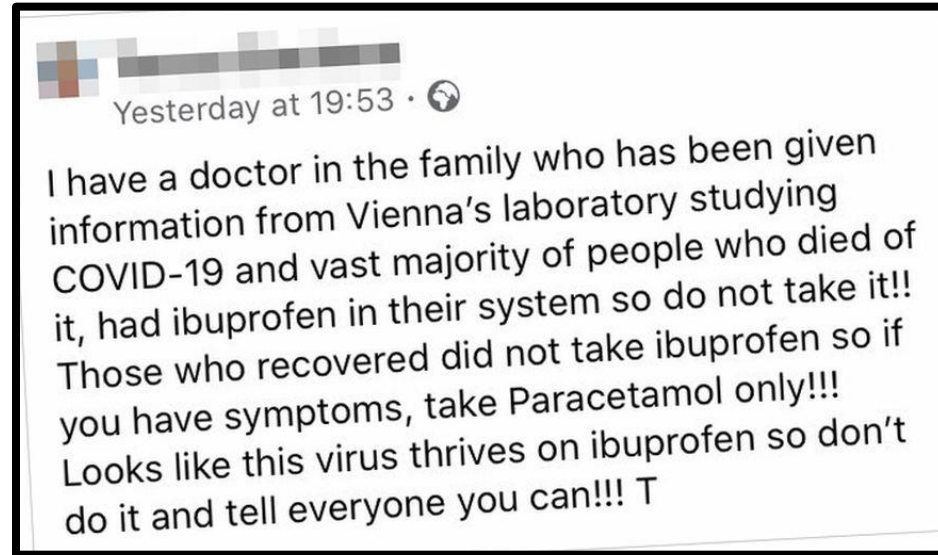# English IV

May 5, 2020

Lesson: May 5, 2020

Objective/Learning Target:

- I can evaluate a speaker's argument and claims, looking at point of view, reasoning, stance, and evidence, discuss, and ensure a hearing for a full range of positions on a topic or issue as well as clarify, verify, or challenge ideas and conclusions, and promote divergent and creative perspectives.
- I can respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify my own views and make new connections in light of the evidence and reasoning presented.
- I can explain my thinking in a well-organized and developed written response while using textual evidence.

Bell Ringer:

Since we've all been stuck at home, many of us may pass the time and check in on our friends and family using social media (i.e. Facebook, SnapChat, Instagram, etc). While on these sites/apps you've probably come across information about COVID-19, and perhaps even some information that seems false or misleading like the example to the right. On a separate sheet of paper or Google Doc, respond briefly to the prompt below:

- Describe an example of false or misleading information that you've encountered online. How did you determine that it was false or misleading?
- Is this sort of false information harmless, or should it be seriously addressed? If so, how?

Yesterday at 19:53 · 🌐

I have a doctor in the family who has been given information from Vienna's laboratory studying COVID-19 and vast majority of people who died of it, had ibuprofen in their system so do not take it!! Those who recovered did not take ibuprofen so if you have symptoms, take Paracetamol only!!! Looks like this virus thrives on ibuprofen so don't do it and tell everyone you can!!! T

Background *How to Fight an Infodemic* by IQ2

As the coronavirus pandemic sweeps the globe, the World Health Organization is warning of the spread of something else – an information epidemic or "infodemic." And while diligent consumers of the news are [inundated](#) with stats, graphs, press conferences, and think-pieces, so too are they exposed to dubious data, miscredited quotations, and outright harmful claims. In this episode, John Donvan sits down with two leading experts in the spread of information - journalist and editor-in-chief of PolitiFact **Angie Drobnic Holan** and computer scientist and associate professor of Human Centered Design and Engineering at the University of Washington **Kate Starbird**, for a discussion on how to be discerning communicators during a time of crisis.

Learn:

- Read the overview and listen to the podcast linked below from minute 13:15 to 21:10. You **do not need to listen to the entire podcast**. Today's lesson will only review the timestamp above. Also watch the Youtube video linked.

- As you listen, take notes about the big ideas (and who said them). A podcast/video can be harder to go back and review, so your notes may be extra helpful today. See the next slide for some guiding questions.
  - → Listen: *How to Fight an Infodemic*
  - → Watch: *How to Spot Fake News*

- When you're finished, watch this video and review the 3 rhetorical appeals. You are going to be asked to use ethos, pathos, and logos in today's lesson, so make sure you're comfortable with them. You could also go back to the lesson from yesterday, May 4th, to review the rhetorical appeals.

For your note-taking…

Potential Questions:

- Are the speakers trustworthy? How do you know?
- If the speaker's argument is that there is an "information pandemic," how do they support their argument? Is it convincing? Explain why or why not?
- What emotional appeals do the authors use?
- Based on the video and podcast, what are some things you should look out for in your own research and news consumption?
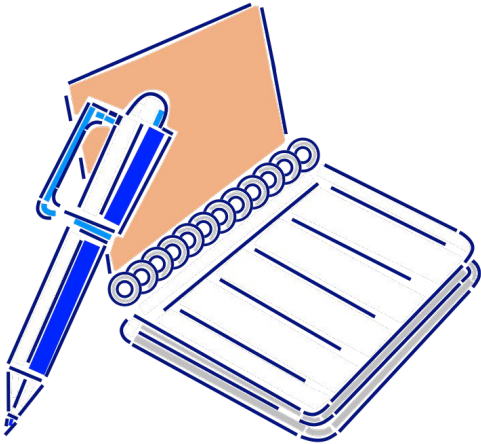
Practice:

➔ You will now be asked to write response to a prompt.
➔ Be sure to include specific examples from the interview, your notes and knowledge of ethos, pathos, and logos, as well as your own experience.
➔ Write your response on notebook paper or on a Google Doc.

Prompt: To be informed consumers of knowledge, sometimes we have to sift through mounds of information from multiple sources which can become extremely overwhelming. Unfortunately, misinformation, rumors, quotes or statistics taken out of context can be manipulated to sway our opinions on a variety of topics--like the coronavirus pandemic. Using the information from these lessons, how can you fight the prevalence of an "infodemic"? In other words, how would you respond to false or bias information to stay an informed citizen?

Practice Answer Key:
(Answers will Vary)

- Check your answer to make sure it meets the following criteria:

    → **Did you write in complete sentences and use standard conventions (spelling, punctuation, grammar)?**
    → **Did you answer every part of the prompt?**
    → **Did you support and explain your answer using at least 2 specific details from the sources?**

Sample Proficient Answer:

In our current society, there are ways for people to be informed without falling victim to false information. Even during an "infodemic" there are certain rhetorical devices or persuasive techniques to look out for. For one, while reading tweets or watching the news, pay attention to your emotional responses to certain images or loaded words. If there's a strong emotional reaction, there's a possibility the source is using pathos, which makes a person "stop thinking and start feeling." Another concept to consider is to determine how reliable is the source of the information. For example, while reading that next Facebook post or link to an article, consider the use of logos, or reason and logic. Is there "concrete evidence," the use of "clear and concise terms," or charts, graphs, and statistics? If so, the reader must have some system of checking the accuracy of these "logical" examples. When you know the tricks that some people or news or social media outlets are using, we are better equipped to sift through all the misinformation and continue to be informed consumers of knowledge. And we'll all be better for it.

Reflection

Now that you are armed with some useful information on infodemics, fake news, and bias, do a Google search to find an article on COVID 19 that sounds interesting to you. You may keep it very brief. The idea is to determine how reliable the source it. Once you have read the article, go to [Use This Checklist To Find Out If You're Looking At Fake News](). Take the quiz. In your notes, answer these questions:

Did your article pass the test? According to the checklist, what are some warning signs regarding your article? What could you have done to find a more reliable source? Going forward, what are you going to do to make sure you are using more credible news sources?

Additional Resource:

If you're interested in learning more about the complicated relationship between news and media concerning the coronavirus, check out [this article, which discusses W.H.O. using TikTok as a tool to share information](#). What ideas does this article have in common with the podcast you listened to earlier?