



English Virtual Learning

English IV

May 8, 2020



Lesson: May 8, 2020

Objective/Learning Target:

- I can analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- I can explain my thinking in a well-organized and developed written response and include textual evidence.

Bell Ringer:



Think about your experiences online - on Facebook, Twitter, or other social media sites; how do you decide what to share?

On a piece of paper or Google Doc, brainstorm as many things as you can that get your attention in online posts.

Background:

Throughout the week we have discussed many different elements of rhetoric and online literacy - the rhetorical appeals (which can be reviewed [here](#)), bias (conscious or unconscious preference toward something, or away from something else), and logical fallacies (faulty logic or “bad” arguments, which can be reviewed [here](#)). All of these things connect to how we consume media, especially in the advent of “fake news.”

During today’s lesson we will discuss using these ideas in practice and identifying the impact of our sharing online, as well as discussing our personal responsibility for curating what we share and view online.

Learn:

- On a piece of paper or Google doc, create a table like the one shown below.

informational Text	Video

- Watch the video and read the article linked below. Both discuss “fake news” and our responsibility for how we consume and share information found online. As you read and watch these sources, take notes on the chart you made.
 - Watch: [Fake News. It's Your Fault.](#)
 - Read: [How to fight lies, tricks, and chaos online](#)

Practice:

- Use the information from your notes (refer back to the text and re-watch the video if needed) to answer the following prompt on your notebook paper:
 - ➔ **What social responsibilities do you have when it comes to fake news? What are some ways you can protect yourself and others from fake news? Use examples from both the article and the video to support your answer.**

Practice Answer Key:

- 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 3 details from the source text?

See the next slide for a sample proficient answer.

Practice Answer Key:

(Answers will Vary)

Sample Proficient Answer:

I have many responsibilities when it comes to sharing news online. When I share information, I am responsible for who sees it - I could be sharing wrong information, like an untrue accusation that could damage someone's life or information that sounds "scary and urgent" when it really isn't (Robertson). Some of this information could even be harmful, such as bad medical advice. If I share wrong information, it is partially my fault, since I didn't make sure the information was true. Some of the ways I can protect myself and others from "fake news" are to look for primary sources of information I share, resist sharing information I can't confirm the credibility of, and researching sources and authors of information online. Christina Nicholson explained in her TED talk that even reputable sources can hire "contributors" to write with very little oversight from the publisher, so looking into authors is important to tell if they're actually a credible source. Robertson's article also points out that finding reputable experts and confirming credentials of authors is important because "some expert opinions are more trustworthy than your own amateur research."

Additional Resource:

For another interesting Ted Talk on “Fake News,” and ways we can spot them, check out the video embedded below. What ideas are echoed in the video and article from today’s lesson? What new ideas are presented?

