



E/LA Virtual Learning

# English I

May 12th, 2020



## English I

Lesson: May 12th, 2020

### **Objective/Learning Target:**

I can use a search engine to check the validity of a source  
I can conduct research on a topic I'm interested in.

## **Do Now:**

If you're curious about something, how do you find out information about it? How do you think most people find out information?

## **Do Now, ex.**

I usually read or watch something about it. Sometimes I will search a topic or information about that topic and try to read several different pieces about the topic to get a more full understanding. However, my search results are connected to an algorithm linked to my IP address, so I get the results that fit with my search habits, clicks, likes, etc.

I think most people get information from social media or news sources that already support the things they believe.

# Two Day Focus

Yesterday we looked at how to verify the validity of a source. Today we're going to look at search basics for a couple of different purposes: to check information we've been exposed to and to find information about a topic of interest.

# Lesson: Search Basics

According to a 2012 study from Pew Research, 94% of teachers say students are likely to use Google in order to conduct research.

If this is true, we should spend some time learning how to conduct searches that are most likely to get us the information that we need.

# Lesson: Search to Fact Check, writing

At right is an image that made it around social media in 2016. Write about what you notice. How would you go about finding out if this information is true?

## USA CRIME STATISTICS ~ 2015



BLACKS KILLED BY WHITES ~~ 2%  
**BLACKS KILLED BY POLICE** ~~ 1%  
WHITES KILLED BY POLICE ~~ 3%  
WHITES KILLED BY WHITES ~~ 16%  
WHITES KILLED BY BLACKS ~~ 81%  
**BLACKS KILLED BY BLACKS** ~~ 97%

*SOURCE: Crime Statistics Bureau - San Francisco*

## **Lesson, Search to Fact Check, writing, ex.**

I notice that the numbers don't appear to add up, and seem to paint an incomplete picture. I think the image attached to the numbers is meant to inspire fear, and represent a stereotype. I also notice that the image claims a source. That is where I would start looking.



## **Activity: Search to Fact Check, conc.**

- If the thing you want to fact check gives you a source, check that first.
- If it gives you information, try to find that information somewhere else. If you can't, or if you can, but it's not an authoritative source, then it's probably inaccurate.
- Be on the lookout for images designed to inflame or cause an emotional reaction, especially a fear-based one.

## **Activity: Search to find information about a topic of interest.**

First, we need a topic. I'll supply some choices for you, or you can generate your own:

- Should cyberbullying be considered a crime?
- What rights should animals have?
- Is it ethical to market to children in order to sell products?
- Are modern children smarter because of the internet?
- Is homeschooling better than traditional school?

## **Activity: Search to find information about a topic of interest, cont.**

You can choose one of the topics suggested on the previous slide, or you can try to come up with your own.

You'll work in [this handout](#) to try to find and record information about your topic. I'll do one alongside you to help guide you and provide an example.

Our goal is to be able to compose an informative paragraph about our topic that makes a claim and supports it with evidence.

## **Activity: Search to find information about a topic of interest, cont.**

I'll describe the steps I took to find my three supporting details here.

First I googled the question “Should hate speech be censored?” A video from The Big Think featuring [Nadine Strossen](#) popped up first. I checked into her to see if she was a reliable source. She's a law professor and former president of the American Civil Liberties Union. She will be a reliable source. However, in watching the video, it became clear that her thinking does not support my claim, so I chose not to include her video.

## **Activity: Search to find information about a topic of interest, cont.**

I then found the [short article](#) from the *National Coalition Against Censorship*, and then the [Op-ed](#) from *The Chicago Tribune*.

How did I know which links to click? I read the headlines and previews and made inferences about which links were most likely to support my claim. Since I think hate speech is wrong, but should not be censored, an organization that opposes censorship, like the NCAC, is likely to have information to support my position. The title of the *Chicago Tribune* piece (*Hate Speech is Infecting America, but Banning it is Not the Answer*) also seems to support my claim. Both sources contain ideas I can use to support my thinking.

# Writing

Now that we've used the Search Engine to find information about your topic, let's compose a short writing in which we stake our claim and use our sources to support it. A paragraph or two should be fine.

# Writing, ex.

Though I personally find hate speech disturbing and disgusting, I think it is a mistake to censor it on social media platforms. First of all, hate speech is protected by the First Amendment of the United States Constitution ([NCAC](#)). One argument in favor of censoring hate speech is that it will decrease the frequency of hate crimes, but there is no reason to believe that ([Chicago Tribune](#)). Finally, giving governments the power to censor hate speech has the potential to have unforeseen negative consequences. Governments could use hate speech as an umbrella to silence any speech they disagree with ([Chicago Tribune](#)). For these reasons alone, I believe it's clear that hate speech should not be censored. Instead, we should challenge it when we see it and defeat it through logical and well-reasoned arguments.