Believe It or Not—Checking the Facts

NRS Levels: **Level 3, Level 5**   Content Areas: **RLA**   Location: **Hancock**   Author: **Jackie Robertson**

Lead CCR Standard

- **Reading Anchor 8: Level D**
  RI.8.8

  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

- **Speaking and Listening Anchor 4: Level C**
  SL.5.4

  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Supporting Standard(s)

- **RI.9-10.8**

  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Employability Standard(s)

- **E.7 Accurately analyze information and respond appropriately.**

- **E.8 Interact with others in a professional manner.**

Anchor Standard(s)

- **Reading Anchor 8**

  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

- **Speaking and Listening Anchor 4**

  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Key Shift #1 Complexity	LIFE With Mike the Headless Chicken: Photos of a Famously Tough Fowl		
	http://time.com/3524433/life-with-mike-the-headless-chicken-photos-of-a-famously-tough-fowl/		
	Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level	ATOS Level: 7.9 Word Count: 215 Average Word Length: 4.4 Average Sentence Length: 16.5 Average Vocabulary Level: 3.4	
	Overall Quantitative Rating	Slightly complex	
	Quantitative Analysis		**Complexity Rating**	**Description**
		Meaning/Purpose	Slightly complex	The article focuses on describing the life of the

			headless chicken.
	Text Structure	Slightly complex	The text is descriptive.
	Language Features	Slightly complex	Most of the vocabulary are commonly used words.
	Knowledge Demands	Slightly complex	Little background knowledge is needed to comprehend the text.
	Reader Task Considerations	Students will have peer and teacher support during the reading of the text which will assist with any comprehension challenges.	

Help Save the Pacific Northwest Tree Octopus From Extinction

http://zapatopi.net/treeoctopus/

Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level	ATOS Level: 11.8 Word Count: 1120 Average Word Length: 5.1 Average Sentence Length: 29.1 Average Vocabulary Level: 4.4
Overall Quantitative Rating	Moderately complex

Quantitative Analysis		**Complexity Rating**	**Description**
	Meaning/Purpose	Slightly complex	The article focuses on explaining the life of the tree octopus.
	Text Structure	Slightly complex	The structure of the text is overall descriptive.
	Language Features	Moderately complex	Many vocabulary words contain little or no contextual support to aid in comprehension, and the majority of the sentences are complex in structure and length.
	Knowledge Demands	Moderately complex	Readers would benefit from background knowledge of the Pacific Northwest and animal development and environments to aide in comprehension of the article.
	Reader Task Considerations	Support from peers and the instructor will aide in comprehension for students.	

Free Forever Dog Island

http://www.thedogisland.com/

Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level	ATOS Level: 8.2

		Word Count: 92 Average Word Length: 4.7 Average Sentence Length: 18.4 Average Vocabulary Level: 3.5

Overall Quantitative Rating			
Quantitative Analysis		**Complexity Rating**	**Description**
	Meaning/Purpose	Slightly complex	
	Text Structure	Slightly complex	
	Language Features		
	Knowledge Demands		
	Reader Task Considerations		

Key Shift #2 Evidence	Questions from the "Is This a Hoax?" graphic organizer. Examples: 1. Who created the page? 2. Are there multiple points of views presented? 3. What is the tone? 4. Why would I use this site as a source of information?
Key Shift #3 Building Knowledge	Students will build knowledge about how to analyze websites to determine if an article is a hoax or not.
Additional Materials	http://www.ehow.com/how_2217198_play-two-truths-lie-game.html http://www.livescience.com/26540-crop-circles.html http://www.history.com/this-day-in-history/loch-ness-monster-sighted http://espn.go.com/college-football/story/_/id/8851033/story-manti-teo-girlfriend-death-apparently-hoax (recent hoax perpetrated by football player) http://deadspin.com/manti-teos-dead-girlfriend-the-most-heartbreaking-an-5976517 (details of girlfriend hoax) http://www.readwritethink.org/files/resources/1135_hoax.pdf (graphic organizer to determine validity of an Internet story) http://www.hoaxes.org/ (famous hoaxes throughout history) http://www.snopes.com/info/top25uls.asp (for instructor use to create quiz) http://hoaxbusters.org/hoax10.html (top 5 signs that e-mail is a hoax) Computers and internet, paper and pencils.
Key Vocabulary	specific, validity, relevance, sufficiency, evidence, hoax, fraud. Use a simple matching quiz (word to definition) to determine understanding of vocabulary. Review any missed questions.

Use of Technology	Students will use the internet to read about and learn to identify hoaxes.
Lesson Purpose	Students will apply critical reading and source checking skills to determine the validity of a source.
Lesson Objective(s) Student Target	**Lesson Objective(s)** Students will use a given set of questions in a graphic organizer to determine the validity of an internet article, and students will be able to support their decisions with data gathered in the organizer. --- **Student Target** I can use a set of questions in a graphic organizer to determine whether or not an internet story is a hoax.
Assessing Mastery of the Objective(s)	Students will be able to correctly identify source material as either valid or invalid with 100% accuracy and support their decisions with 85% accuracy.

P R E - T E A C H I N G	**Introduction and Explanation**	Did you ever hear the expression "Fool me once, shame on you; fool me twice, shame on me"? Lead a discussion about how we are often fooled by what we see and hear, in particular on the Internet (include Facebook and e-mail). Play the party game "Two Truths and a Lie." Introduce the concept of a hoax, explaining its difference from a fraud, giving examples. Introduce the rest of the vocabulary. Give matching quiz and review any missed words. Explain that the purpose of this lesson is to learn to determine the validity of source materials.
T E A C H I N G	**Instructional Delivery**	Show students pictures of the Loch Ness monster and crop circles. Divide into groups to research information on line. Ask them to form a consensus within each group as to the validity or source of each phenomenon. Circulate to help students refine searches. Share information. Have a paper copy of the Manti Te'o story for students to read. Ask them why they think this story was so believable to the public, i.e., source, emotional appeal.
	Guided Practice	Have students visit the three sites, Mike the Headless Chicken, the Pacific Northwest Tree Octopus, and Dog Island. After they examine each, have them vote on which one of the stories is true. Then discuss why or why not they made their particular choices. Divide into three groups, pairing any lower level readers with higher level readers as/if needed. Give each group a copy of the graphic organizer "Is This a Hoax"? Using the organizer, have each group revisit a different one of the sites. Share results. Did their opinions change after seeing the information on the organizer? Next discuss how using the organizer helped determine which story was actually true.
	Independent Practice	Using the top 25 list at snopes.com, choose a known hoax for each student, without telling them that it is a hoax. Have students examine the source utilizing the "Is this a hoax?" graphic organizer. Students should be able to accurately identify the story as a hoax (100%) and provide adequate supporting evidence on the organizer (85%). (If there are lower level students, assign the more easily read/shorter articles.)
P O S T -	**Reflection, Closure, and Connection**	Ask students if they will think differently about what they read or hear in the future. Can they apply what they learned to e-mail, Facebook? Enrichment: Give students links to the following sites: http://www.hoaxes.org/ ,

http://hoaxbusters.org/hoax10.html, and http://www.snopes.com/info/top25uls.asp.

Next time we will use our analytical skills to compare more than one author's writing on the same issue.

Name: _____   Website URL or name: _____

Is This a Hoax?

1. Scan the perimeter of the page and look for answers to these questions, using the 5 W's of Cyberspace:	

Who created the page?
  • Is there an "about us" section?
  • Do they list credentials?
  • Is there contact information?
  • Who is the intended audience?	

What information are you getting?
  • Are there multiple points of view represented?
  • Does the author use OPINION words, such as a*lways, never, least, greatest, best, worst, all, none, should,* or *most*?
  • What is the tone? Is it serious? Does it contain elements of parody, satire, or irony?
  • Can the information be verified through other sources?	

When was this article posted?
  • Is it current?
  • Has it been updated recently?	

Where is this webpage located?
  • Look at the URL. Is this a personal page or site?
  • What is the domain (.com, .org, .net, .edu, .gov)?	

Why would I use this site as a source of information?
  • Can I verify this information?
  • Why was this site published? Was it to entertain, to inform, to explain, to persuade, to sell, or some combination of these things?	

2. Look for quality, asking yourself the following questions:	
Does the overall design look professional?	
Are there any spelling mistakes or other writing errors?	
Are links credible or broken?	
Are there any advertisements?	

3. Look at the images, asking yourself the following questions:	
Who created the images? Is credit given?	
Do they look like they have been changed with a photo-enhancing program? • Are shadows consistent? • Are there jagged edges? • Are there identical objects in the photograph? • Could the scene in the photo really have happened?	
4. Explore how the site is viewed by others:	
What sites link to it? (You can find out using Google by entering *link: URL of the website*)	
Use a search engine for the topic. What sites come up?	

5 W's of Cyberspace questions adapted from the Media Awareness Network, "Deconstructing Web Pages" available at http://mediasmarts.ca/backgrounder/deconstructing-web-pages-teaching-backgrounder