

MEDIA LITERACY WEEK ACTIVITY PACKET

Gale In Context: Elementary

Basic Information

Grade Level: 3-5

Resource: *Gale In Context: Elementary*

Time: 1-2 hours each day of Media Literacy Week

Learning Expectation: Students will complete the five included activities to better understand five topics in media literacy: Access, Analyze, Evaluate, Create, and Act (highlighted in this year's NAMLE Media Literacy Week theme).

For additional information about Media Literacy Week visit: <https://medialiteracyweek.us/about/theme>.

Suggested Lesson Progression

- Ensure students have access to computers each day, and can sign into *Gale In Context: Elementary*.
- Hand out (either on paper or electronically) the assigned activity each day.
- Allow students to spend 1-2 hours completing the activities, or make edits for time as needed.
- At the end of each activity have students either put their papers in a folder/binder, or turn them back in to you to use for the next day.
- Collect full packets at the end of the week for evaluation/grading.

Activity One: Access

- Handout the trading card activity to engage students in basic research about types of computers/technology.
- Prompt students to sign into *Gale In Context: Elementary*.
- Give students time to research each trading card- either individually or in groups.
- To save time- assign each group one card to research, and have the groups share out their research to the class.

Activity Two: Analyze

- Handout the graphic organizer to prepare students to explore a piece of text.
- Prompt students to sign into *Gale In Context: Elementary*.
- Allow students to search for a document that interests them- for this activity it doesn't need to be related to a specific topic.
- Give students time to complete the graphic organizer to analyze where the text came from, and its validity.
- **Note:** In order for students to see the document information, they must select the "i" icon at the top of the document page. Image for your reference.



The screenshot shows the Gale In Context Elementary interface. At the top, there is a search bar and navigation icons. Below the search bar, the breadcrumb trail reads "Home > Animals > Mammals > Elephants > Document". Underneath, the "Article Reading Levels" section shows "Level 3" selected. A red box highlights a row of icons: a speaker icon, a minus sign, a plus sign, a magnifying glass, a document icon, and an information icon. Below the icons, the main text reads: "What's to know about elephants' trunks? A lot more than people think." The byline is "Byline: Lela Nargi". The main text continues: "If you've ever watched an elephant eat and drink, you may think it's a simple process. The largest land mammals in the world use their long trunks to pick up food -- about 400 pounds a day -- and move it to their mouths. They seem to use their trunks like a straw to suck up water." A final paragraph states: "A new study by researchers at the Georgia Institute of Technology shows that elephant trunks are pretty cool -- but also complicated. In fact, this research is among the small amount of new scientific information on elephant anatomy published in more than 100 years. And the research shows that elephants use several techniques to move things."

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Activity Three: Evaluate

- Find at least five (more if you would like to extend the activity) documents for students to evaluate. They should be a mix of factual and opinion pieces.
- Walk students through how to determine if something is providing facts or opinions. You may want to consider the **Fact or Opinion Topic Page** in *Gale In Context: Elementary* (find it by searching Fact or Opinion).
- Share your documents with students. You can get direct URLs for them using **Get Link**, send them to your **Google Classroom (or LMS)**, or download/print.
- Allow students to complete the provided evaluation activity either individually or in pairs/groups.
- As an addition, consider a class discussion after.

Activity Four: Create

- Prompt students to think of a current event (national, state, or local) they want to share with others. You can also provide them with a list of events if you prefer.
- Give students time to research the current event to find information they would like to share.
- Have students complete the “Create” activity by choosing how they would get their information into the hands of others online.
- If possible- have your students complete their idea. This may be posting to a blog or your school’s website, or recording a video.

Activity Five: Act

- Provide students with access to the article “Worried you can’t tell real news from fake? Slow down and be skeptical”. <https://link.gale.com/apps/doc/A487570629/ITKE?>
- Once students explore the article, have them answer the provided activity questions.
- Save time for a class discussion about how students can act to stop the spread of fake news.



COMPUTERS



INTERNET



TABLETS



SMARTPHONES

INTERNET

What is the internet?

How do people use the internet?

How is the internet dangerous, and how can you keep yourself safe?

Sources:

COMPUTERS

What do computers store?

What is a computer program?

What types of computers are there?

Sources:

SMARTPHONES

What are different ways people use smartphones?

What is the difference between hardware and software?

What is app short for?

Sources:

TABLETS

How are tablets different than laptops?

What apps usually come installed on a tablet?

Why are tablets popular?

Sources:

TELL ME ABOUT A DOCUMENT

Document Name:

Citation:

Basic Information

When was this document written?

What kind of document is it?

Who published it?

Document Overview

What is this document about?

What are the main ideas?

Why?

Why do you think the author wrote this document? What were they trying to do?

Do you think this document is credible (true)? Why or why not?

How could they have made this document better?

FACT OR OPINION?

Documents you find online can contain facts, opinions, or both. Read your documents and complete the parts below. It's important to be able to tell the difference between facts and opinions!

FIRST: What is a fact and what is an opinion?

FACT

Definition:

Example:

OPINION

Definition:

Example:

Document One

Title:

Facts, opinions, or both?

How do you know?

Document Four

Title:

Facts, opinions, or both?

How do you know?

Document Two

Title:

Facts, opinions, or both?

How do you know?

Document Five

Title:

Facts, opinions, or both?

How do you know?

Document Three

Title:

Facts, opinions, or both?

How do you know?

CREATE SOMETHING!

There are a lot of things (current events) happening around you. Some things that impact the world, some focused in the United States, and some that are local to our state and city. Think of something that you want to tell others about, and think of the best way to do that online. Fill in your information below!



What is your current event? Write a brief description here. Include your source.



How do you want to tell people about this event? Do you want write a social media post, send an email, make a social media video, or something else?



Write your post (or video script) here. Think about how long it should be to keep people's attention, and what the most important things to include are.



Did you include facts, opinions, or both in your creation? Why did you make that choice?

WHAT IS FAKE NEWS? HOW DO WE STOP IT?

Before you start this activity, read this article about fake news: <https://link.gale.com/apps/doc/A487570629/ITKE?>. Be ready to talk about your answers with the class!

What fake news does this article talk about?
How did students find out it was fake?

What steps should you take to check if
something online is true?

Have you ever read something that was fake?
How did you know it was fake? Where did it come
from?

When you find out something online is fake, how
should you help stop it from spreading? List at
least three ways you can help stop fake news.

Take notes as we talk about stopping fake news
together. What are some different ways to act
that you didn't think of?