

# MEDIA LITERACY WEEK ACTIVITY PACKET

## *Gale In Context: Middle School*

### Basic Information

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Grade Level: 6-8

Resource: *Gale In Context: Middle School*

Time: 1 hour each day of Media Literacy Week (or shorten activities to run as bellringers during the 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

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- Ensure students have access to computers each day, and can sign into *Gale In Context: Middle School*.
- Hand out (either on paper or electronically) the assigned activity each day.
- Allow students to spend around an hour 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 technology and computers.
- Prompt students to sign into *Gale In Context: Middle School*.
- 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: Middle School*.
- 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:** Students will be able to find all document information under the title when they click into it.

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## *Gale In Context: Middle School*

### 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 sharing this document: <https://link.gale.com/apps/doc/CCFXZI140618083/MSIC?> entitled “Fact vs. Opinion” found in *Gale In Context: Middle School*.
- 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

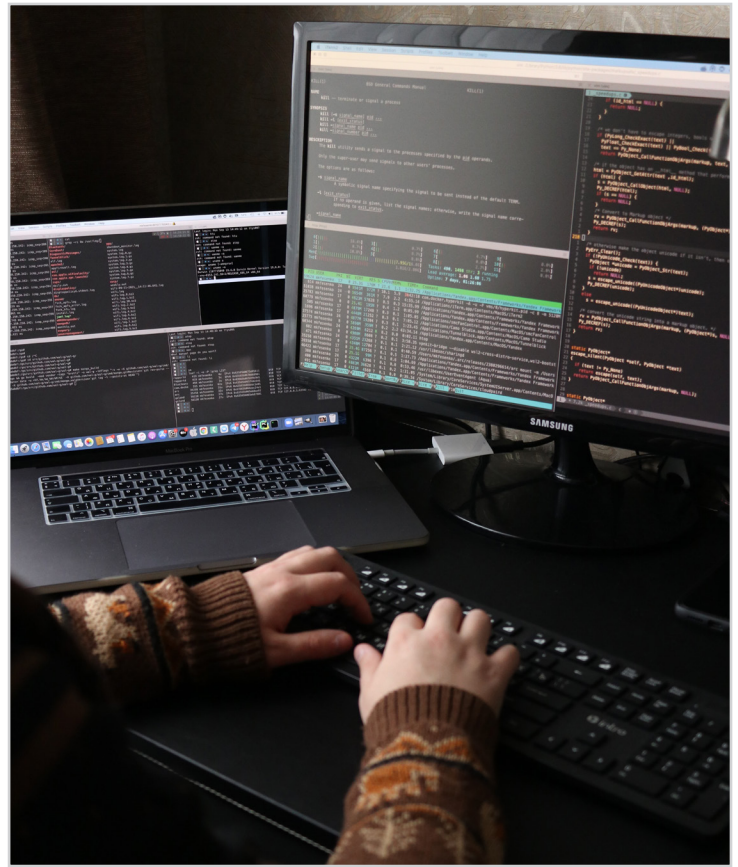
- Prompt students to think of a current event (national, state, or local) they want to share with others. You can also provide them with a list of events if you prefer.
- Give students time to research the current event to find information they would like to share.
- Have students complete the “Create”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

### Activity Five: Act

- Direct students to the **Fake News and Misinformation Topic Page**: <https://link.gale.com/apps/portal/REILYX443585139/MSIC?>
- Give students the fake news activity and allow for time to navigate through the topic page.



**COMPUTERS**



**HACKING**



**ARTIFICIAL INTELLIGENCE (AI)**



**SOCIAL MEDIA**

## HACKING

What is hacking?

What are the three main groups of hackers?

How can you keep yourself safe from hackers?

Sources:

## COMPUTERS

What are the five parts of a computer?

What are some input/output devices?

What is a CPU? What does it do?

Sources:

## SOCIAL MEDIA

What is social media?

Social media was used in the 1960s by who?

Why should you keep your personal information private on social media?

Sources:

## AI

What is Artificial Intelligence?

What are different types of AI?

Who was Alan Turing? What does his test do?

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!

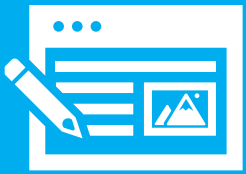
There are a lot of things (current events) happening around you. Some things that impact the world, some focused in the United States, and some that are local to our state and city. Think of something that you want to tell others about, and think of the best way to do that online. Fill in your information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

Access the **Fake News and Misinformation Topic Page** in *Gale In Context: Middle School* here: <https://link.gale.com/apps/portal/REILYX443585139/MSIC?>. Use the resources to answer the questions below..

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1 What is the difference between misinformation and disinformation?

**Answer:**

**Source:**

2 What are different types of fake news (be more specific than misinformation and disinformation)?

**Answer:**

**Source:**

3 What is a deep fake? How can it be detected?

**Answer:**

**Source:**

4 Select the News report “New study confirms GPT-3 can spread disinformation online faster, more convincingly than humans.”. How did researchers come to the conclusion that GPT-3 can spread disinformation faster than humans?

**Answer:**

**Source:**

WRAP  
UP

How can you help prevent the spread of fake news? If you do find a piece of fake news, what actions should you take?