

**Library Skills**  
**Targeted Grade(s): 6-9**  
Summer News Literacy Institute 2010  
By: Laura Gardner

**LESSON OBJECTIVE:**

Students will become savvy citizens who recognize the power of information and evaluate and use information to make decisions.

**LESSON ESSENTIAL QUESTIONS:**

How is news and other information connected to my life?  
How is information powerful and why does it sometimes cause conflict?  
How can we evaluate information and find the best information?  
What does it mean to be a good citizen?

**Grading Suggestions**

50% Participation

You must share a News Matters item at least 2 times per semester.

50% Assignments

**What will we do in class?**

- Start: We will start class every day with a **News Matters** activity. Students are expected to come to class prepared to analyze recent news stories.
- Our work will be centered around three main units: The Power of Information, Evaluating Information and Using Information to Make Decisions.
- Discussions! You are expected to have opinions and ideas. We will sometimes use tech tools like *Wallwisher* for backchannel discussions.
- Analysis! We will be analyzing information all the time as a whole class, in groups and individually as we become savvy consumers of information (print, video and online).
- Projects! We will synthesize our ideas using fun tech tools like *Glogster* and *Voicethread*.
- End: Classes will either end with a **Booktalk** (Ms. G wants you to read for fun!) or a **Tech Tip** that explores how technology is changing our lives, the nature of information and the world. Try a recommended tech tool out and tell me/show me to get extra credit!

## **Unit 1: Power of Information**

Laura Gardner

### **OBJECTIVES:**

SWBAT analyze and discuss news articles about regions that censor information.  
SWBAT define key terms and use them appropriately.  
SWBAT search for information and evaluate information to create a multimedia presentation that shows what it is like to live somewhere where information is controlled.

### **Essential questions:**

Why does information cause conflict?  
What is it like to live somewhere where information is controlled?  
How is news and other information connected to my life?

### **Learning targets in news literacy:**

Battle to control information  
Power of information

### **LEARNING STANDARDS:**

AASL 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

AASL 1.1.9 Collaborate with others to broaden and deepen understanding.

AASL 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

MA Tech 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects

MA Tech 3.2 Collect, organize, and analyze digital information from a variety of sources, with attribution

MA Tech 3.7 Plan, design and develop a multimedia product to present research findings and creative ideas effectively, citing sources.

MA Tech 3.9 Use a variety of telecommunication tools to collaborate and communicate with peers, experts, and other audiences.

MA 6<sup>th</sup> ELA 1 Students will use agreed-upon rules for formal and informal discussions in small and large groups

MA 6<sup>th</sup> ELA 2 Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

**Vocabulary:**

Watchdog, Censor, 1<sup>st</sup> amendment, 5 freedoms

## Power of Information Unit: Lesson 1

**Equipment Used:** LCD Projector, laptops (1 per student), PowerPoint, SmartBoard

**Student groupings:** whole group

**Activities:**

### **Do Now: News Matters activity (10 minutes)**

Whole class analysis of [Twitter Users Formally Charged, Banned from Posting Messages](#)

**Questions to answer:** Who is involved? Where did this occur? When did this happen?

What happened? What was the journalist or newspaper trying to report? What has happened to or might happen to the journalist?

Why is this important? How is the story that the journalist or newspaper is trying to report important for people to know? Why is this information being controlled?

### **Class Discussion (10 minutes)**

Students will circulate around the room silently answering the following questions on chart paper.

Could something like this (Twitter users charged) happen in the U.S.? Why or why not?

What does “freedom of the press” and “freedom of speech” mean to you?

Why should I care about the news?

Why does information cause conflict?

What is it like to live somewhere where information is controlled?

## **Direct Instruction with Discussion (25 minutes)**

PowerPoint presentation on the 1<sup>st</sup> Amendment in the United States, key vocabulary terms, censorship and threats to freedom in the U.S. (including Banned Books) and threats to freedom in other parts of the world. PowerPoint will include interactive elements such as student polling, looking at websites like Committee to Protect Journalists, etc. **Vocabulary:** News watchdog, Censor, 1<sup>st</sup> amendment, 5 freedoms

Back channel discussion on Wallwisher (using laptops) during presentation. I will post the same questions as the Chalk Talk and see how their answers change.

**Closing (5 minutes):** Booktalk or Tech Tip

## Power of Information Unit: Lesson 2

Technology Used: LCD Projector, laptop, PowerPoint, SmartBoard

Student groupings: small groups of four

### **Activities:**

#### **AIM/Do Now: News Matters activity (10 minutes)**

Whole class analysis of a news video that highlights lack of freedom of information. (Use same questions as day before)

#### **Group Article Analysis (20 minutes)**

Students will analyze the following news articles in groups of four to answer the questions on following page.

#### **Possible articles to use in whole or to excerpt:**

[Train Tragedy in North Korea 2004](#) (Time for Kids)

[First Lady speaks out on Burma 2007](#) (Scholastic.com)

[Journalist emails hacked in China](#)

[Iran mutes voices for reform](#)

[Call for release of detained British journalist](#)

[Repression Alleged before vote in Ethiopia](#)

[Blogger and two human rights activists to be tried this weekend](#)

[Agencies sneak news out of North Korea](#)

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**Share out and Discussion (15 minutes)**

Students will share articles with the whole class. After all groups have presented, return to essential questions:

Why should I care about the news?

How does being news watch dog sustain democracy?

Why does information cause conflict?

What is it like to live somewhere where information is controlled?

**Closing (5 minutes)** Booktalk or Tech Tip

## STUDENT GROUP ACTIVITY

Directions: Choose roles in your group. The Reader will read the article with expression, pausing to make sure the group members understand. The Task Master will guide the discussion of the questions below and keep the group on track. The Writer will write the consensus answers on the sheet below. The Reporter will report out their findings to the whole group.

Student names: \_\_\_\_\_

\_\_\_\_\_ Reader                      Writer                      Task Master  
Reporter

- Who is involved?

\_\_\_\_\_

- Where did this occur?

\_\_\_\_\_

- When did this happen?

\_\_\_\_\_

- What happened?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- What was the journalist or newspaper trying to report?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



- What has happened to or might happen to the journalist?

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- How is the story that the journalist or newspaper is trying to report important for people to know?

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- Why do you think this information being controlled?

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## **Power of Information Unit: Lesson 3**

**Technology Used:** LCD Projector, laptops (2 or 3 per group), PowerPoint, SmartBoard

**Options:** Glogster, Wallwisher, etc.

**Student groupings:** whole group and small groups

**Activities:**

### **AIM/Do Now: News Matters activity (10 minutes)**

Whole class will analyze a news article or video to answer original questions.

### **Compare and Contrast (10 minutes)**

Students will work in pairs to use a Venn diagram to compare and contrast flow of information in the United States and elsewhere.

### **Introduction of the Problem (25 minutes)**

**Why should I care about the news? and What is it like to live somewhere information is controlled?**

Students will work in groups of four to research a country where information is controlled. Students will find the following information: type of government (is it a democracy?), leader of the country, total population, number of journalists murdered, recent news from the country, threats to freedom, and methods of communication that are or are not available to people in the country. Students will also write a paragraph (5 sentence minimum) about whether they would like to live in that country and why or why not.

Products can be created on poster, on Wallwisher, on Glogster or on another web 2.0 platform that Ms. G approves. See Assignment Sheet on next page.

Show my sample Glogster and my sample Wallwisher on SmartBoard for whole class to see. Use checklist to make sure my projects have all required elements. Possibly assess with rubric, as well.

### **Closing (5 minutes)**

Booktalk or Tech Tip

## **Power of Information Unit: Lesson 4 – 7**

**Technology Used:** LCD Projector, laptops (2 or 3 per group), PowerPoint, SmartBoard

**Options:** Glogster, Wallwisher, etc.

**Student groupings:** whole group and small groups

**Activities:**

### **AIM/Do Now: News Matters activity (10 minutes)**

Whole class will analyze a news article or video to answer original questions.

### **Group Work (35 minutes)**

Students will work in groups on their project using laptops, books and magazines to find information and create their web 2.0 answer to the problem. Teacher will circulate to help student groups

### **Closing (5 minutes)**

Booktalk or Tech Tip

### **Mini-lessons to teach (if I haven't already in the year):**

- How to use Glogster/Wallwisher
- Copyright-free photos and why we use them
- Databases vs. Website
- How to cite sources using EasyBib

## **Power of Information Unit: Lesson 8 - 9**

**Technology used:** LCD Projector, laptops (2 or 3 per group), PowerPoint, SmartBoard

Options: Glogster, Wallwisher, etc.

**Student groupings:** whole group and small groups

### **Activities:**

#### **AIM/Do Now: News Matters activity (10 minutes)**

Whole class will analyze a news article or video to answer original questions.

#### **Student Presentations (35 minutes)**

Students will present their final products answering the question, What is it like to live somewhere where information is controlled? Using the SmartBoard.

Classmates will ask questions and teacher will initiate discussion of the following questions: Why should I care about the news? Why should I be an informed citizen?

Students will assess their peers using the rubric and a series of questions.

#### **Closing (5 minutes)**

Booktalk or Tech Tip

## Power of Information Project Library Skills

**Students will work in groups of four to answer the following questions:**

Why should I care about the news?

What is it like to live somewhere information is controlled?

**Students will find and post the following information:**

- Basic facts: type of government (is it a democracy?), leader of the country, map of the country, official language, total population, 3 interesting facts
- Threats to freedom: number of journalists murdered/number of journalists jailed, methods of communication that are or are not available to people in the country
- Recent news from the country (do this last!)
- Paragraph (5 sentence minimum): what would it be like to live in this country where information is controlled?

Products can be created on poster, on Wallwisher, on Glogster or on another web 2.0 platform Teacher Approves.

**Choose one of the following countries:**

Iraq

Philippines

Algeria

Russia

Somalia

Pakistan

Venezuela

India

Afghanistan

Mexico

Turkey

Bosnia

Rwanda

Angola

Tajikistan

Sierra Leone

Brazil

Colombia

Sri Lanka

Bangladesh

China

**Sources to use for research project:**

Country books and World Almanacs

Magazines

Websites:

[Reporters Without Borders Country Info](#)

[Committee to Protect Journalists Country Sheets](#)

[CIA World Factbook](#)

[BBC Country Profiles](#)

Databases:

Culturegrams (check Transportation and Communications)

World Book Online

Sample Project:

<http://librarianmsg.edu.glogster.com/Chinafreedoms/>

## Project Rubric

Category	4	3	2	1	Subtotal
<b>Required elements</b>  X2	Project contains all required elements: basic facts, threats to freedom, recent news, want to live there?	Project contains almost all required elements.	Project is missing more than one element.	Project is missing several required elements.	
<b>Images and Creativity</b>	Project includes 3 or more images that are appropriate (1 image may be a map) and is creatively designed.	Project includes 3 images that may not be appropriate and is somewhat creative.	Project contains only 2 images that are appropriate and is not very creative.	Project contains less than 2 images that are appropriate and is not creative.	
<b>Grammar and Spelling</b>	Project is grammatically correct and contains correct spelling.	Project has fewer than three grammar or spelling errors.	Project has more than three grammar or spelling errors.	Project is almost impossible to read!	
<b>Documentation</b>  (All or nothing category)	All images copyright free and cited. Works Cited section is included.	XX	XX	XX	

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<b>Grammar and Spelling</b>	Project is grammatically correct and contains correct spelling.	Project has fewer than three grammar or spelling errors.	Project has more than three grammar or spelling errors.	Project is almost impossible to read!	
<b>Documentation</b>  (All or nothing category)	All images copyright free and cited. Works Cited section is included.	XX	XX	XX	



## The Quick Guide to Glogster

### Glogster Project Links:

(on School Fusion à Library à Class Projects à 6<sup>th</sup> grade)

GLOGSTER: <http://edu.glogster.com/>

Resources and more links: <https://dmslibrary1.wikispaces.com/>

### How to create text:

1. Click on the word *text* in the Tool Box
2. Choose a text (Sticker is good for long pieces of info)
3. Click *Use It* in the pink and then click the X to exit that box
4. Click the text box you just chose and click EDIT to change the words
5. Delete the words that are there and put in your own
6. Click *Ab1* to change the font size, color, type, etc.
7. Click *Fx* to add effects like shadowing
8. Click *OK* when you are done!

### How to upload photos, etc.

Use photos from links on <https://dmslibrary1.wikispaces.com/>

1. First you'll need to download a copyright-free photo! Find a photo and right-click on it to Save to your computer. Save it as something you'll remember.
2. In Glogster, click on *Images* and click on *Upload*. Find your photo and click OK.
3. Wait until Glogster uploads the photo (it might take a moment). Then choose the photo and click *Use It*.

### How to Save your Glog:

1. Click Save & Publish
2. Name your glog, choose a category, click ***Unfinished*** and click Save.