

This Just In!

1. Question & Research Task

In an era of constant cell phone notifications, social media updates, and round-the-clock news cycles, avoiding the flood of **breaking news** becomes a daunting challenge. Despite this information overload, do you truly understand the significance of what you witness during the initial moments of unfolding stories?

During this Slam Dunk, you will define and understand why individuals and news outlets want to be the first to report a story, analyze breaking news alerts to identify clues or false or incomplete information, and reflect on the consequences of reacting right away to breaking news reports.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How should we respond to breaking news?



Have you ever seen a breaking news alert like this one?
How did/does it make you feel?

[Video-Social Media: Is Your Breaking News Broken?](#)

Image Source: Common Sense Education

2. Information Sources

First, view the video linked on the right. Then, choose two or more of the following information sources linked here to complete the student activity on Slide 3:

- [Fake News and Misinformation \(Gale in Context\)](#)
- [Mis, Dis, and Mal Information from Evidence Locker](#)
- [Media Bias \(Gale in Context\)](#)
- [Check your news-literacy bias: foster skepticism, stay vigilant, and ask yourself the hard questions \(Gale in Context\)](#)
- [Legit-O-Meter Poster: Common Sense Media](#)

*NOTE: If you are prompted to login to access database/digital content links, your teacher/librarian can provide login information



Your teacher will show you the YouTube video [Is Your Breaking News Broken on Social Media](#)

Image Source: YouTube

3. Student Activity



Name: _____

Is social media a good place to share and find out about breaking news?

Resource (add two additional resources below)	How many different ways do people find out about breaking news?	How would you help someone identify if breaking news is true or fake?
Teacher Led Video- Is Breaking News Broken on Social Media? Common Sense Education		

Use the information sources on Slide 2 to complete this **graphic organizer**.

Gather information about understanding how to respond to breaking news versus false or incomplete information. Using this knowledge, you will complete an activity and a Schoology assessment.

4. Assessment Activity

How should we respond to breaking news?

First, your teacher/librarian will have you take the "Breaking News: This Just In" Quiz in Schoology. Then, you will have an opportunity to practice your learning as described below:

Use the information you have learned about responding to breaking news to complete the "Media and News Literacy: Canceled Concert?" Activity.

common sense education[®]
GRADE 8: MEDIA AND NEWS LITERACY
Canceled Concert?

NAME _____
DATE _____

Directions
Use the news alerts below and the Critical Eye for Breaking News tips to answer the questions at the bottom of the handout.

CS Pavilion @csPavilion · 5m
We are sorry to report the promoters of Summer Fest have decided to cancel the concert scheduled for tomorrow. For info regarding rescheduling or refunds, please contact TicketChief directly. We are sorry for the inconvenience.

Sheena @muSicFAN04 · 3m
No WAY! I can't get thru to TicketChief. Boooo!


Miles @truthTeller08 · 1m
I heard it's just being moved to next week.

Metro News 5m ago

Breaking News: Concert Cancelled

The Summer Fest concert scheduled to take place at the county fairgrounds tomorrow has been cancelled.

summer_Sings14



summer_Sings14
I loved Summer Fest last year. I can't believe it's cancelled!!! I just heard we probably won't get a refund because the ticket form says they only refund for bad weather!!!!

1. Based on the news alerts, what is likely happening with the concert? Why?

2. What clues do you see in the alerts that might indicate incomplete or inaccurate information?

3. If you had tickets for the concert and saw these alerts, what should you do?

NEWS & MEDIA LITERACY
We are critical thinkers & creators.

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1

5. Enrichment Activities

SLIDE NAVIGATION

1

2

3

4

5

6

Next



Image Source: Common Sense Media

Option 1: Complete the [Social Media TestDrive](#) to practice how to respond to breaking news!

Option 2: Practice with analyzing breaking news stories by looking at various news sources in the [Skatepark Story](#) activity.

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards ***Get these from content curriculum writer/office**

Common Core State Standards for English Language Arts & Literacy

Reading: 8. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Writing: 8. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language: 8. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

AASL Standards Framework for Learners - Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.4 Using reflection to guide informed decisions.

ISTE Standards for Students:

2. Digital Citizen – 2b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

3. Knowledge Constructor – 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

6. Creative Communicator – 6a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Digital Citizenship: Grade 8

Objective: We will analyze breaking news alerts to identify clues of false or incomplete information.

Time Frame: 1 90 minute class periods

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Snapshots & Support pages](#) for guidance as needed.
- Consider using the [Schoolology Assignment Apps feature](#) to assign Microsoft or Google documents for students to access, edit, and submit through Schoolology.
- Lesson content used or adapted from the Common Sense Media lesson [This Just In](#). See this lesson before implementing the Slam Dunk research model to gain a broader sense of the lesson content or for additional lesson resources. You may need to register a free Common Sense Education account to access all the lesson content.
- Consider sending home these Common Sense Education family resources relevant to this topic: Family Tips, Family Activity

Last updated: July 2023 [Report Broken Links](#) to BCPS Library Media Programs

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