Big Idea/Topic

These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district.

This ten-lesson mini unit introduces students to critical analysis through informational writing. This unit emphasizes information literacy skills through the study of digital media and the analysis of information for accuracy and purpose. Students will actively engage with a variety of information media platforms, and they will write descriptions and analysis that demonstrate critical thinking skills. At the conclusion of the unit, students will use what they have learned to create an infographic, along with a detailed analysis of their own work.

Lesson Seven: Image Analysis
The Art of “Fauxtography”

In this lesson, students will examine how and why media can be manipulated through an examination of videos and photos (“fauxtography”). They will consider the potential ramifications that sharing false images can have, and they will evaluate a manipulated image to determine the purpose for its changes and its desired impact on an audience.

NOTE: This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
## Learning Targets

<table>
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<tr>
<th><strong>Learning Targets</strong></th>
<th><strong>Lesson “Small Make(s)”</strong></th>
<th><strong>Unit “Big Make”</strong></th>
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<td>I can <strong>analyze</strong> images to identify its authenticity and purpose.</td>
<td>• Image Analysis Questions &amp; Reflections</td>
<td><strong>Infographic</strong> with accompanying analysis (framed by <a href="#">Lesson Nine Research Guide</a>)</td>
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<td>I can <strong>make</strong> conclusions about an image based on what I can see in the image.</td>
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## Standard Alignment

**Standard(s):**

ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**WIDA English Language Development Standards for English learners (ELs):**

Teachers of ELs are encouraged to use the resources in the [WIDA English Language Development Standards Framework, 2020 Edition](#), to design language expectations (p.28) specific to the GSE.

Examples of the English language needed to support informational writing can be found on pp. 186-187.
Instructional Design

*For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the [Unit Overview](#).*

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, *intentionally* taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

**Materials**

**Teacher**—computer, projector, Internet access, a free [Adobe Creative Cloud](#) account or [Canva for Education](#) account could be created at this time for the students’ cumulative project (information guide), "[Pig Rescues Baby Goat](#)" (Jebdorpm, 2012), "[Nathan For You - Petting Zoo Hero](#)" (Comedy Central, 2013), [Fake News: Resources for Evaluating Information: Fake Photos & Detection](#) (Ashland University Library, 2021).

**Students**—handout, computer/device, Internet access, [Informational Writing: Lesson Seven Handout (Unplugged)](#), “[Digital Forensics: 5 Ways to Spot a Fake Photo](#)” (Farid, 2008)

*Disclaimer:* The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of the Remote Learning Plan units. Any use of books, resources, websites, programs, products and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.
Engage

Opening:

**Synchronous/Asynchronous**

Introduce the video to the class by saying something to the effect of: *I saw this video online, and I thought it was a really cool story.*

- Show the video "**Pig Rescues Baby Goat**" (30 sec.). (Jebdogrpm, 2012)
- Ask: **Wow, that is amazing, right? How does this story make you feel?**
- Students might say happy, warm and fuzzy, amazed, etc.

- Tell students: **Next, I want to show you how that amazing story was captured on video**
- Show the video "**Nathan For You - Petting Zoo Hero**". (Comedy Central, 2013)
- You might see some students reacting to the fact that the first video is fake.
- Ask: **How do you feel now knowing the video was a fake?**

**EBP:** Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); **EBP:** Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).

**Unplugged/Offline**

1. Have students complete Part I of the **Informational Writing: Lesson Seven Handout (Unplugged).**
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
Explore

Synchronous/Asynchronous

Explain that the pig/goat rescue video is an example of disinformation, which is false or inaccurate information, that is intended to deceive.

The video was intended to be funny and to make people laugh; however, what if it was something more serious, like a fake news story or false information about an important event, like a natural disaster?

What ramifications might that have?

For example, the shark from the large photo at the bottom right was Photoshopped and combined with a photo of a street in Puerto Rico taken after Hurricane Irene. Obviously, this would cause hysteria for citizens to think the waters in their cities could have sharks swimming in them!

(Original photo by Thomas Peschak, 2003, included in Keefe, 2018)

“Fauxtography” can be seen all over the web, and it is closely connected with the art of the deep fake, which will be explored a bit more in the next lesson.
EBP: Provide direct and explicit comprehension strategy instruction. [Strong Evidence] (Kamil et al., 2008).

Unplugged/Offline
1. Have students complete Part II of the Informational Writing: Lesson Seven Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Apply
Synchronous/Asynchronous

Explain via live screensharing or a post that here are three images that have been combined and manipulated. The third manipulated image was created and shared widely on social media during the 2019-2020 Australian bush fires.

Students could work through this image individually or in a small group. They can use the questions below to guide their analysis, but they need to identify all the areas that are pulled from the two pictures. What is added? What is not present? Why did the photo editor make these decisions?
Response Questions:

- What do you think the photo editor who combined these images was trying to do?
- Why does the photo editor choose these two “base” images? What is it about these images that allows the photo editor to accomplish a purpose?
- By manipulating the images, what feelings does the final image cause that the images alone do not?
- What changes have been made in the final image that cause these feelings?
- Where do you think this image would be used/published based on what you think the photo editor was trying to accomplish?
While students work, model/conference with individuals or small groups as planned (scheduled times) or spontaneously. EBP: **Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. [Strong Evidence]** (Graham et al., 2016); EBP: **Ask deep explanatory questions. [Strong Evidence]** (Pashler et al., 2007); EBP: **Provide direct and explicit comprehension strategy instruction. [Strong Evidence]** (Kamil et al., 2008).

**Unplugged/Offline**

1. Have students complete Part III of the [Informational Writing: Lesson Seven Handout (Unplugged)](https://example.com).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

**Reflect**

**Synchronous/Asynchronous**

Allow students to share their findings about the photo analysis. They can respond to the following reflection question in their Writer's Notebooks or in a discussion/post.

*Do you think it is fair to manipulate images?*

*Should it be clearly stated on the image, or is it up to the viewer to investigate?*

If time permits, allow students to watch the following video from Common Sense Media (2021) (“Is it real? Using Reverse Image Search”) and experiment with Google Image Search.

EBP: **Integrate writing and reading to emphasize key writing features. [Moderate Evidence]** (Graham et al., 2016).

**Unplugged/Offline**

1. Have students complete Part IV of the [Informational Writing: Lesson Seven Handout (Unplugged)](https://example.com).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
### Evidence of Student Success

**Formative Assessment**

- Do students understand how image and video manipulation can be used to trick individuals?
- Do students understand how to analyze images—did they write detailed descriptions; did they provide evidence for their conclusions?

**“More of What’s Meaningful”: Formative Assessments** *(Serravallo, 2013)*

Formative assessment can occur in two ways:

- Conferring [*Guidance: Tips for Conferring to Maximize Student Engage*]
  - “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” *(Serravallo, 2018)*
- Sharing [*“How to Create an Inclusive Virtual Classroom”* *(Kern, 2020)*]
  - “8 Strategies to Improve Participation in Your Virtual Classroom” *(Minero, 2020)*

### Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies are designed to support students who are either struggling to meet this lesson’s learning target and/or are exceeding and would benefit from enrichment.

**Supports/Scaffolding**

- **Conceptual Processing**: Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.
- **Language**: Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [*EBP: Explicit vocabulary instruction [strong] (Kamil, et al., 2008)*].
- **Visual-spatial Processing**: Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore concepts of power and communicate ideas.
- **Organization**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.
- **Memory**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.
**Scaffolds for Specific Lesson:**

Students may need a more explicit walkthrough of how one might fake a photo (or elements of it) to fully understand.

Additional or different images can be selected. This [Fake News: Resources for Evaluating Information: Fake Photos & Detection](#) site contains a number of resources that could be utilized for additional exploration of this topic (Ashland University Library, 2021).

Students may need to conference individually or in small groups when they begin to work on their graphic organizers and summaries.

Students with similar struggles can be grouped for additional supports and/or modeling.

**Supports for English learners:**

- Suggestions for this lesson include but are not limited to:
  - English and Dutch Subtitles for "Nathan For You - Petting Zoo Hero". (Comedy Central, 2013)
  - This lesson is largely accomplished through visual (re)presentations, without focusing on any particular language.
- Educators may find it valuable to review [WIDA’s Proficiency Level Descriptors](#) (pp. 210-211) when planning for differentiation based on students’ levels of English proficiency.
- Teachers of ELs are encouraged to incorporate high leverage practices for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable [GO TO Strategies](#) (Levine et al., 2013).

**Acceleration/Extension**

**Standard (if different):**

ELAGSE6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Acceleration/Extension Activity:

- **Snopes** is one resource that individuals can use to fact check; another example of a [humorous] manipulated image is the Hallowiener; this **Snopes article** could be used to debunk the existence of seasonal liquorice-flavored hot dogs. This could be used as another example for enrichment, or students could research another viral, questionable (yet school-appropriate) image or video.

- Students could also read this article from **Scientific American** article **“Digital Forensics: 5 Ways to Spot a Fake Photo”** (Farid, 2008).

**EBP:** Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); **EBP:** Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).

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Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families should remain the focus. At the secondary level, much of the communication occurs with the student serving as a liaison.

**FAMILY ENGAGEMENT:**

- Encourage students to talk with their families about what they are learning about the sometimes spurious nature of what is available online and how that affects the information they receive, process, and share.

- **Engage families of English learners** by encouraging reading of bilingual informational texts (sample online resources for free bilingual books: [Unite for Literacy](https://www.uniteforliteracy.org), [Global Storybooks](https://www.globalstorybooks.org)) (Knight, 2018). Families can also encourage writing at home ([English version](https) / [Spanish version](https)) with students ([¡Colorín Colorado!](https://www.colorinco.org), 2019).
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