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.

Media Literacy Through Informational Writing

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 One: Identity & Assumptions

In this introductory lesson, students will explore their own personal identities to prepare them to understand how identity and bias affects how individuals consume and respond to online information. Students will learn how limited information may affect opinions and assumptions. They will also examine the role social media can play in presenting a persona.

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

Lesson “Small Make(s)”

Unit “Big Make”

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe things about myself that make me who I am.</td>
<td>• Identity Chart</td>
<td>Infographic with accompanying analysis (framed by Lesson Nine Research Guide)</td>
</tr>
<tr>
<td>I can explain why making assumptions about others can be harmful.</td>
<td>• Writer’s Notebook Reflection</td>
<td>Infographic Rubric</td>
</tr>
</tbody>
</table>

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.

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- 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. 148-149.
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](https://www.adobe.com/products/creative-cloud.html) account or [Canva for Education](https://www.canva.com/education/) account could be created at this time for the students’ cumulative project ([information guide](#)).

**Students**—handout, computer/device, Internet access, [Starburst Identity Chart](#), [Identity Chart](#), [Selfie Handout](#), [Informational Writing: Lesson One Handout (Unplugged)](#)

_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*

From selfies to social media, many of us create unique online identities for ourselves, and our students are no different. But do students always understand how others might perceive what they post? Help your students think critically about their identities (and specifically the online identities they are creating). This can be done through synchronous discussion or online posts (see tending note below). If online posts are utilized, they should be closely monitored for exactly the reasons this lesson will explore. [EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence]](https://eric.ed.gov/?id=EJ1083705) (Kamil et al., 2008); [EBP: Ask deep explanatory questions. [Strong Evidence]](https://eric.ed.gov/?id=EJ1083705) (Pashler et al., 2007).
• Potential Discussion/Response Questions:
  o What do you think the word “identity” means?
    ▪ Tending Note: Depending on your students, class, and/or community, this might be a triggering question. Some students may be struggling with their own identities. Please use your professional discretion to best utilize this lesson as it can work with your students.
  o What factors shape our identities?
• Allow students time to reflect and respond.

Unplugged/Offline
1. Have students complete Part I of the Informational Writing: Lesson One 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
To help students understand their potential bias in later lessons, first have students explore what makes up their own identities. Have students complete an identity chart or construct a selfie, using whichever model feels best to them. Sample charts are provided. EBPs: Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).
  • Starburst Identity Chart (Facing History, 2021)
  • Identity Chart (Facing History, 2021) (Completed Sample)
  • Selfie Handout
    o Instruct students to list their character traits or draw a “selfie” that they would feel comfortable sharing online.
    o Examples of personal traits: hobbies, place in family (sister, daughter, son, brother), personality traits, where they are from, physical traits, things they like or don’t like, etc.
    o Directions: Pretend you are going to take a selfie to post to a public website. Answer the questions to describe yourself:
      ▪ Where would you take it?
      ▪ What would you be doing in the picture?
      ▪ What would you wear?
      ▪ What would you want to look like?
Unplugged/Offline

1. Have students complete Part II of the Informational Writing: Lesson One 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

For the asynchronous delivery, the following explanations can be relayed via a short video (Flipgrid, Screencast, etc.), or they can be posted. A short video might be easier just because it will provide more opportunities for you as the teacher to provide explanations. EBP: Ask deep explanatory questions. [Strong Evidence] (Pashler et al., 2007).

- Explain: An assumption is something that someone thinks is true but may or may not be true. Assumptions are based on limited information.

- The following questions can be rhetorical but give students a few moments to contemplate.
  - Ask students to think about whether they have made assumptions about someone that proved to be wrong in the past.
    - Maybe they assumed that someone would play sports because all their friends did.
    - Maybe they assumed someone would act a certain way because of how they dressed.
    - Maybe they assumed someone would act a certain way because of how their brother/sister/mother/father/family member did.
  - Ask students to think about whether someone has ever made assumptions about them. How did it make them feel? How did they react?

- Explain: Assumptions can be harmful. For example, individuals may be judged to be guilty of wrongdoing simply because of the way they look. Judgements based on a person’s skin color, choice of clothes, or where they live are wrong can cause great harm.

- You can show students this 3-minute video clip from Common Sense Media (you can turn on the Spanish or English subtitles) about how you present yourself online.

- Ask students to think about the video, and ask them to contemplate their online identities (if they have one). If they do not have any online identities, ask them how they imagine theirs would be crafted.

Unplugged/Offline

1. Have students complete Part III of the Informational Writing: Lesson One 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).
Reflect

Synchronous/Asynchronous
Ask students to reflect upon their identities. Ask students to share some of the adjectives they used to describe their identity. **EBP: Ask deep explanatory questions. [Strong Evidence] (Pashler et al., 2007)**

Have students reflect on these questions in their Writer's Notebook:

- How do you want people to see you?
- Do you think that it is important for your digital self to mirror your true self? Why or why not?
- What problems arise when others assume things about us that are not true?
- How do our identities influence our beliefs and our choices?

Unplugged/Offline

1. Have students complete Part IV of the Informational Writing: Lesson One 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).

Evidence of Student Success

Formative Assessment
Assess through the class discussion if students understand the term “assumption.” **EBP: Provide explicit vocabulary instruction. [Strong Evidence] (Kamil et al., 2008).**

Formative assessment can be accomplished through observing students’ comprehension through discussion and/or reviewing Writer’s Notebook entries and/or identity/selfie charts.

“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, though not exhaustive, are designed to support students struggling to meet this lesson’s learning target, and/or learning English as an additional language, 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:

The teacher may need to give examples of factors that shape identity or examples of how wrong assumptions can be harmful to people.

Additional support can be utilized with the identity charts. A sample is provided for one identity template that can be shared with students as an exemplar.

Supports for English learners:

- Suggestions for this lesson include but are not limited to: modeling how to complete the activity as a whole group prior to independent work time, allowing students to orally share answers before writing, previewing vocabulary (e.g. identity, assumption, etc.) prior to lesson, etc.
- Educators may find it valuable to review WIDA’s Proficiency Level Descriptors (pp. 172-175) 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.

**ELAGSE6SL5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Acceleration/Extension Activity:**

- For students who might want to explore the benefits and negatives associated with social media presentations of self, they can engage in this interactive resource: [https://app.socialmediatestdrive.org/intro/presentation](https://app.socialmediatestdrive.org/intro/presentation) (Cornell, 2021). They can then print/share their findings/work with you on the last screen.

**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).
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 families to talk about the things that make their family unique and special.
  - Families of English learners can talk about aspects of their identity and culture, like naming customs by sharing with one another and by reading or listening to excerpts of texts around this topic such as *Amina’s Voice*.
  - *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.

- Alternatively, you could share resources with families, such as Brian Buffington’s (Pioneer RESA) “2020 A Parent’s Guide to Raising Digital Natives -- Cyber Safety Event” video or “2021 A Parent’s Guide to Raising Digital Natives – Cyber Safety Event.”
References


