

# FAKE NEWS + TEXT ANALYSIS

**An analysis of our relationships  
with news and social media.**

# DAY 1

SWBAT determine main points and form initial opinions on reporting by reading and annotating a section of The Black Box.

## Agenda

- Bellringer: see, think, wonder
- Introduce unit and complete issue choice Google form
- Begin jigsaw of The Black Box
- Close read section individually
- Exit slip: initial reaction and screen time tracker

# SEE - THINK - WONDER

## + Free Write

Write for 5  
minutes  
without  
stopping.

What is the:

- Message
- Audience
- Speaker
- Purpose
- Context



Is bias or an imperative in this picture?

# UNIT GOALS

- Identify and analyze the source of a text and its message for an intended audience.
- Present findings of their analysis and research.
- Reflect on their own relationship with news, technology, and social media.

## MYP Statement of Inquiry

The presentation of commonality, diversity, and interconnection are communicated with a specific purpose and impacts audience reactions.

**Bias** = prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

**Social Imperative** = a requirement for the survival of any social system, as communication, control of conflict, or socialization.

*Copy these definitions.*



# TEXT & IMAGE ANALYSIS QUESTIONS

**Message:** What is the author trying to say?

1. **Underline** the most important sentence in this section.
2. **Identify a word** that is repeated several times.
3. **ON THE BACK:** What would you share about this section to a group that did not read it. **Write 1-2 sentences.**

**Audience:** Who is this article for?

# DAY 2

SWBAT analyze a section of The Black Box by identifying and determining the significance of the message, audience, purpose, context, and speaker.

## Agenda:

1. Bellringer: see, think, wonder
2. Complete expert group of the Jigsaw of The Black Box
3. Complete note catcher
4. Exit slip: What social imperative is present in this reporting?

# SEE - THINK - WONDER



THINK ABOUT  
WHAT YOU COULD SAVE  
WHEN YOU SAVE WATER.

What is the:

- Message
- Audience
- Speaker
- Purpose
- Context

**+ Free Write**

Write for 5  
minutes  
without  
stopping.

Is bias or an imperative in this picture?

TEXT &

Message

Purpose

Context  
needed

Speaker

Audience

Directions: Read your article. Complete each section below.

**Message:** What is being said in this article? (*What is it about? Think of the who, what, when, where, why*)

Evidence:

**Purpose and Context:** Who is being represented? How? For what purpose? (*What is the author trying to make you think? Is there a negative or positive perspective about the issue and people? When and where was this written? Does the when and where change your thoughts on the topic?*)

Evidence:

**Speaker and Audience:** Who is saying it? Who does the author want to hear the message? (*Who is funding this article?*)

Evidence:

IONS

to say?

ed?

is

# READING RUBRIC:

## MYP Language Acquisition: **Criterion B:** Reading: ***iii.analyse connections.***

Score	1-2	3-4	5-6	7-8
Level descriptor	iii.identifies <b>basic</b> connections in complex authentic texts.	iii.identifies <b>basic</b> connections in complex authentic texts.	iii. <b>interprets</b> connections in complex authentic texts.	iii. <b>analyses</b> connections in complex authentic texts.
%	69%-50%	79%-70%	89%-80%	100%-90%
On this task	iii. Identifies the <b>basic</b> meaning of social media posts using MAPS-C = analysis is completed with summaries.	iii. Identifies the <b>basic</b> meaning of social media posts using MAPS-C = complete analysis of some speculations without evidence.	iii. <b>interprets</b> social media posts using MAPS-C =complete analysis includes both interpretations with evidence and some speculations without evidence.	iii. <b>Analyzes</b> a news article using MAPS-C = complete analysis includes interpretations with evidence in all sections.

# WRITING RUBRIC:

## MYP Language Acquisition: **Criterion D:** **Writing: *i.use a wide range of vocabulary***

Score	1-2	3-4	5-6	7-8
Level descriptor	i.uses a <b>limited range</b> of vocabulary	i.uses a <b>basic range</b> of vocabulary	i.uses a <b>range</b> of vocabulary	i.uses a <b>wide range</b> of vocabulary
%	69%-50%	79%-70%	89%-80%	100%-90%
On this task	i. <b>Limited range</b> - does not connect textl analysis to evidence from a news article..	i. <b>Basic range</b> - connects text analysis to evidence from a news article with little explanation	i. <b>Range</b> = connects text analysis to evidence from a news article post with some complete explanations	i. <b>Wide range</b> = connects text analysis to evidence from a news article with complete explanations

# ARTICLE JIGSAW: EXPERT GROUPS

Individually:

1. Read and annotate your section
2. Complete the text analysis form for your section

In your group:

3. Share your answers with other group members who read your section.
4. Agree on what to tell the other groups.

Be ready to  
share with  
other groups  
tomorrow!

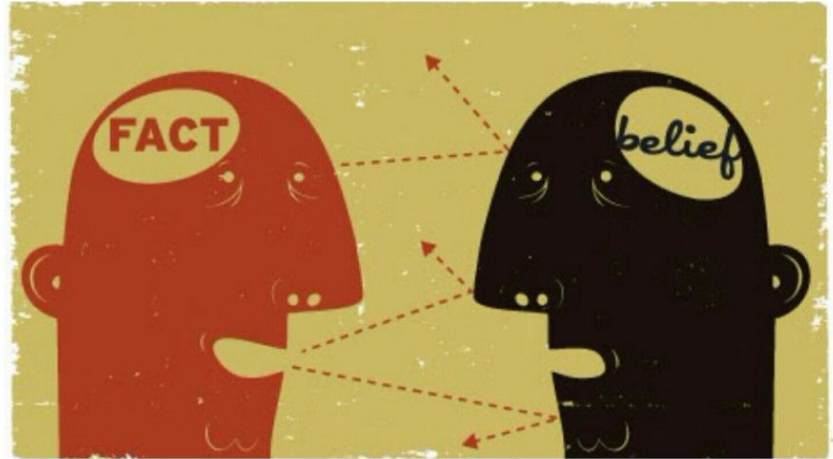
[Article link](#)

[Jigsaw note catcher](#)

# EXIT SLIP, PART 1: THE SO, WHAT...

Is this reporting asking the reader to do something?

Is this reporting trying to change the reader's opinion?



# EXIT SLIP, PART 2: SCREEN TIME REFLECTION

1. List your screen time for today.
2. List the top two apps.
3. Has your phone been a tool or a distraction today?



# DAY 3

SWBAT synthesize all sections of The Black Box to other groups by presenting expert group analysis.

## Agenda:

1. Bellringer: see, think, wonder
2. Complete mixed group of the Jigsaw of the Black Box
3. Complete note catcher for other sections.
4. Exit slip: What does this make you think about the role of AI and technology in our society? How does this impact you personally?

# SEE - THINK - WONDER



What is the:

- Message
- Audience
- Speaker
- Purpose
- Context

**+ Free Write**

Write for 5  
minutes  
without  
stopping.

Is bias or an imperative in this picture?

# ARTICLE JIGSAW: GROUP DIRECTIONS

## Expert Groups:

Review your work, and decide what the other groups need to know.

## Mixed Groups:

- **Share**: Tell people from other groups the main points of your section.
- **Record**: Records 1-2 sentences for every section except your own section.
- **Record**: What is your response or opinion of each section

Article link

Jigsaw note catcher

# ARTICLE JIGSAW: MIXED GROUPS

*sample response*

1: Introduction

Expert's Name: \_\_\_\_\_

Summary

*Social Sentinel is an AI program sold to schools to help reduce the threat of school shootings and student suicide. Some people don't think it is accurate and others have concerns about student privacy.*

Your Reaction

*I would want to see how they got this information about this and also people like teens should be more careful about what they post.*

[Article link](#)

[Jigsaw note catcher](#)

## WHO

- Friends
- Celebrities
- Brands
- Companies
- Show me more feature
- Why am I seeing this post feature



## TYPE

- Videos
- Links
- Facebook Live
- Images



# MEANINGFUL INTERACTIONS

Who a user interacts with, the type of media, popularity and timeliness (recency) are all ranking signals within the algorithm.



## POPULARITY

- Reactions
- Likes
- Shares
- Comments

## TIMELINESS

- New Posts feature
- Duration of engagement
- Time of day



**The Social Media Algorithm:  
Shows you information based on...**

# EXIT SLIP, PART 1: THE SO, WHAT...

What does this make you think about the role of AI and technology in our society?  
How does this impact you personally?

# DAY 4

SWBAT analyze and compare a social media post by identifying and determining the significance of the message, audience, purpose, context, and speaker.

## Agenda:

1. Bellringer: see, think, wonder
2. Search a topic from The Black Box in social media.
3. Analyze posts using social media analysis note catcher.
4. Introduce bias and reliability
5. Complete group choice google form

# SEE - THINK - WONDER

Is bias or an imperative in this picture?

What is the:

- Message
- Audience
- Speaker
- Purpose
- Context



**+ Free Write**  
Write for 5  
minutes  
without  
stopping.

# SOCIAL MEDIA RESEARCH + ANALYSIS



Social Media Post: #socialmediasurveilla...

Due Today



- Search "#socialmediasurveillance" in your social media feed.
- Screenshot the first school-appropriate post you find interesting.
- Post it to the Google Classroom assignment
- **Complete the note catcher attached to this assignment. Be ready to share tomorrow!**

School appropriate = nothing sexual, no drugs or alcohol, no guns or extreme violence.

If you do not have social media or a phone, get a Chromebook and use Google.

0

Turned in

22

Assigned



Social Media Text Analy...

Google Docs

*Now we are  
going to use  
our phones  
at a TOOL!*

# SOCIAL

Directions: Read your article. Complete each section below.

**Message:** What is being said in this article? *(What is it about? Think of the who, what, when, where, why)*

Follow



1. Get a screenshot from your social media by searching "Social Media Surveillance"
  2. Link it to the google classroom
  3. Complete the analysis worksheet
- ON THE GOOGLE CLASSROOM.

Screenshot or I

Evidence:

on.

entire article.

cluded in the Handbook of

# CHOICE GOOGLE FORM

*I will use your answers to create groups.*

Rank the top 3 topics you find most interesting.

- Artificial Intelligence and Surveillance: Do surveillance monitors keep us safer and create new dangers?
- Indigenous Communities and Rainforests: Can preserving indigenous plants save the world?
- Censorship and Books: Who decides which books should be in schools and the library?
- Medicine: Do you trust your grandma's remedy or what the doctor prescribes?
- Migration and Refugees: What do people find and how do they get by when they get to the other place?
- Youth and the Environment: What can you do to help with climate change?

# DAY 5

SWBAT collaborate to determine group norms build group relationships.

## Agenda

- Bellringer
- See, think, wonder
- Introduce summative presentation
- Team building: group drawing and norms agreement.
- Exit slip

[Sample presentation slides](#)

# BELLRINGER: FREE WRITE

Write about **group work**. How do you feel about it? What works? What doesn't? How do you feel about this group project?

## Free write directions:

- Write down everything that comes to your mind without stopping for 5 minutes
- You can draw, make a list, timeline, write a paragraph...

# SEE - THINK - WONDER

What is the:

- Message
- Audience
- Speaker
- Purpose
- Context



Is bias or an imperative in this picture?

**+ Free Write**

Write for 5 minutes without stopping.

# THE PRESENTATION: THE SLIDES

**PART 1:** A summary of your group's Pulitzer Center news article including:

- message
- purpose and context
- speaker and audience
- reflection on the credibility.

**One per group**

**PART 2:** A summary of YOUR social media post on the issue.

The analysis should include:

- message
- purpose and context
- speaker and audience
- reflection on the credibility

**One per person**

# THE PRESENTATION: INFOGRAPHIC

**PART 3:** An analysis of the bias and imperative on the issue. Each group member makes a suggestion of what can be done about the issue you researched.

**One per group**

**PART 4:** A slide citing ALL sources include the title, author, and link.

**One per group**

# READING RUBRIC:

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# WRITING RUBRIC:

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# THE PRESENTATION: SPEAKING & LISTENING

## **Speaking:**

- uses academic language while
- spoken clearly and loudly all of the time.
- Appropriate presentation body language and eye contact

## **Listening:**

- You are taking notes on the feedback form
- No phones are visible
- No talking over the presenters.

# LISTENING RUBRIC:

## MYP Language Acquisition: **Criterion A:** Listening: *iii.analyse connections*

Score	1-2	3-4	5-6	7-8
Level descriptor	iii.identifies <b>basic</b> connections in complex authentic texts.	iii.identifies <b>basic</b> connections in complex authentic texts.	iii. <b>interprets</b> connections in complex authentic texts.	iii. <b>analyses</b> connections in complex authentic texts.
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On this task	iii. <b>basic</b> = reflects on the bias and imperative in a way that shows understanding of the issue in less than half of presentations OR shows frequent misunderstanding of the issue.	iii. <b>basic</b> = reflects on the bias and imperative in a way that shows understanding of the issue some presentations OR shows some misunderstanding of the issues.	iii. <b>interprets</b> = reflects on the bias and imperative in a way that shows understanding of the issue in most presentations OR shows limited misunderstanding of the issues.	iii. <b>Analyzes</b> = reflects on the bias and imperative in a way that shows understanding of the issue in all presentations

# SPEAKING RUBRIC:

MYP Language Acquisition: **Criterion C:**  
Speaking: ***use a wide range of vocabulary***

Score	1-2	3-4	5-6	7-8
Level descriptor	i.uses a <b>limited range</b> of vocabulary	i.uses a <b>basic range</b> of vocabulary	i.uses a <b>range</b> of vocabulary	i.uses a <b>wide range</b> of vocabulary
%	69%-50%	79%-70%	89%-80%	100%-90%
On this task	i. <b>Limited range</b> - uses academic language while speaking clearly, and loudly less than half of the time.	i. <b>Basic range</b> - uses academic language while speaking clearly, and loudly some of the time.	i. <b>Range</b> = uses academic language while speaking clearly, and loudly most of the time.	i. <b>Wide range</b> = uses academic language while speaking clearly, and loudly all of the time.

# COLLABORATIVE PHOTO

Today's theme is **Peace & Calm**

Each person will get 1 minute to draw

- The first person starts the drawing
- The next person adds on...
- The next person adds on...

Your group shares with the rest of the class

# GROUP NORMS AND AGREEMENTS

So...What do you need to work together as a group?

- What works for you during group work?
- What doesn't work for you during group work?
- Form an agreement on how your group will function.

**Write an agreement, and sign it.**

# DAY 6

SWBAT individually read and analyze the choice Pulitzer Article by identifying and determining the significance of the message, audience, purpose, context, and speaker.

## Agenda:

1. Bellringer
2. See, think, wonder
3. Read individually
4. Complete text analysis
5. Share with group, if time allows

# BELLRINGER: FREE WRITE

1. What is your reaction to The Black Box reporting? How does this affect your life?
2. Discuss social media surveillance. Should it be allowed? Does it have benefits? Who does it harm? Who does it help?

## **Free write directions:**

- Write down everything that comes to your mind without stopping for 5 minutes
- You can draw, make a list, timeline, write a paragraph...

# SEE - THINK - WONDER

What is the:

- Message
- Audience
- Speaker
- Purpose
- Context

Is bias or an imperative in this picture?



**+ Free Write**

Write for 5 minutes without stopping.

# TEXT &

# IONS

Directions: Read your article. Complete each section below.

**Message:** What is being said in this article? (*What is it about? Think of the who, what, when, where, why*)

Evidence:

1. **Underline** the most important sentence in this section.
2. **Identify a word** that is repeated several times.
3. **ON THE BACK:** What would you share about this section to a group that did not read it. **Write 1-2 sentences.**

## Audience

Evidence:

# DAY 7

SWBAT research and analyze a social media post by identifying and determining the significance of the message, audience, purpose, context, and speaker.

## Agenda:

1. Search group topic in social media.
2. Analyze posts using social media analysis tool.
3. Submit results to google classroom

# SEE - THINK - WONDER



What is the:

- Message
- Audience
- Speaker
- Purpose
- Context

**+ Free Write**

Write for 5 minutes without stopping.

Is bias or an imperative in this picture?

# RESEARCH ON SOCIAL MEDIA

- Search AI and mental health into one of your social media accounts.
- ***(If you do not have social media, use google on your chromebook)***
- Choose the first post that pops up.
- Complete the social media text analysis tool.

# SOCIAL MEDIA RESEARCH + ANALYSIS

Now we are going to use our phones at a TOOL!



Social Media Post: #socialmediasurveilla...

Due Today



- Search "#socialmediasurveillance" in your social media feed.
- Screenshot the first school-appropriate post you find interesting.
- Post it to the Google Classroom assignment
- **Complete the note catcher attached to this assignment. Be ready to share tomorrow!**

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Turned in

22

Assigned

School appropriate = nothing sexual, no drugs or alcohol, no guns or extreme violence.

If you do not have social media or a phone, get a Chromebook and use Google.



Social Media Text Analy...

Google Docs

# SOCIAL

Directions: Read your article. Complete each section below.

**Message:** What is being said in this article? *(What is it about? Think of the who, what, when, where, why)*

Follow



1. Get a screenshot from your social media by searching "Social Media Surveillance"
2. Link it to the google classroom
3. Complete the analysis worksheet  
ON THE GOOGLE CLASSROOM!

Screenshot or I

Evidence:

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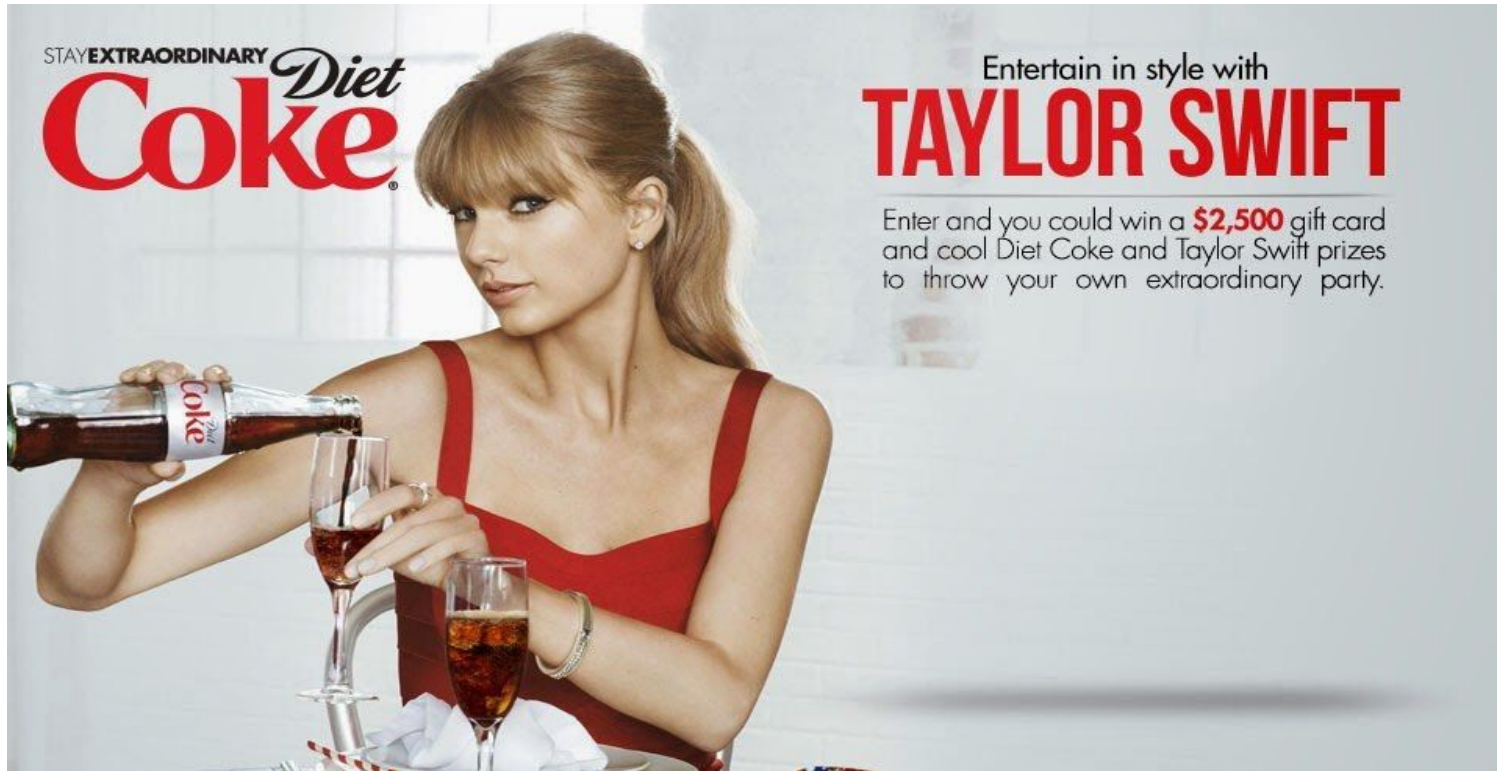
# DAY 8

SWBAT analyze and compare a social media post by identifying and determining the significance of the message, audience, purpose, context, and speaker.

## Agenda:

1. Bellringer: see, think, wonder
2. Compare results from social media to other group members
  - social media sharing note catcher
3. Determine bias reliability in each group member's post
  - reflection questions.
4. Exit Slip: Is bias or an imperative present in this reporting?

# SEE - THINK - WONDER



What is  
the:

- Message
- Audience
- Speaker
- Purpose
- Context

**+ Free  
Write**

Write for  
5 minutes  
without  
stopping.

Is bias or an imperative in this picture?

# THE SO, WHAT...

## Social Media Sharing Note Catcher

Indi

**Directions:** At your table, share your text analysis of your social media. After you speak, allow your group members time to write down notes.

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● Wa

tc

Your notes	
Partner 1	
Partner 2	
Partner 3	

co

ig

THE SO,  
WHAT...  
SHARE  
OUT

## Social Media Sharing Note Catcher

**Directions:** At your table, share your text analysis of your social media. After you speak, allow your group members time to write down notes.

Your notes	
Partner 1	
Partner 2	
Partner 3	

# THE SO, WHAT... REFLECTION

1. Evaluate the **quality** of information. *Did you learn something new?*
2. Evaluate **bias** in the posts presented. *Could you trust them? Why or why not?*
3. Evaluate the **imperative**. *Does this post ask the viewer to do something? If yes, what?*

# DAY 9

SWBAT collaborate to create a presentation on group article and social media post analysis.

## Agenda:

1. Bellringer: see, think, wonder
2. Review summative assessment and sample presentation
3. Work on presentation

# SEE - THINK - WONDER



What is the:

- Message
- Audience
- Speaker
- Purpose
- Context

**+ Free Write**

Write for 5 minutes without stopping.

Is bias or an imperative in this picture?

# BELLRINGER:

1. Get a chromebook
2. Open the sample presentation I posted earlier today. (*It is on the assignment from yesterday.*)
3. Take your earbuds out and be prepared for me to explain things for 4 minutes.

# EXPECTATIONS

1. Follow your groups norms.
2. Distribute the work so everyone contributes.
3. Keep conversations on task.
4. Keep your checklist and rubric nearby.

# TEACHER CHECK-IN

As you work, I will check-in with each group. I will look your your content and visual layout.

Be prepared to share!

# DAY 10

SWBAT collaborate to create a presentation on group article and social media post analysis.

## Agenda:

1. Bellringer: see, think, wonder
2. Groups work on presentations
3. Teacher check-ins

# SEE - THINK - WONDER



What is the:

- Message
- Audience
- Speaker
- Purpose
- Context

Is bias or an imperative in this picture?

**+ Free Write**

Write for 5 minutes without stopping.

# EXPECTATIONS

1. Follow your groups norms.
2. Distribute the work so everyone contributes.
3. Keep conversations on task.
4. Keep your checklist and rubric nearby.

# TEACHER CHECK-IN

As you work, I will check-in with each group. I will look your your content and visual layout.

Be prepared to share!

# DAY 11

SWBAT prepare for presentation by practicing with another group and provide feedback to another group

## Agenda:

1. Groups complete and revise presentations
2. Practice presentations with a partner
3. Provide feedback – formative #2

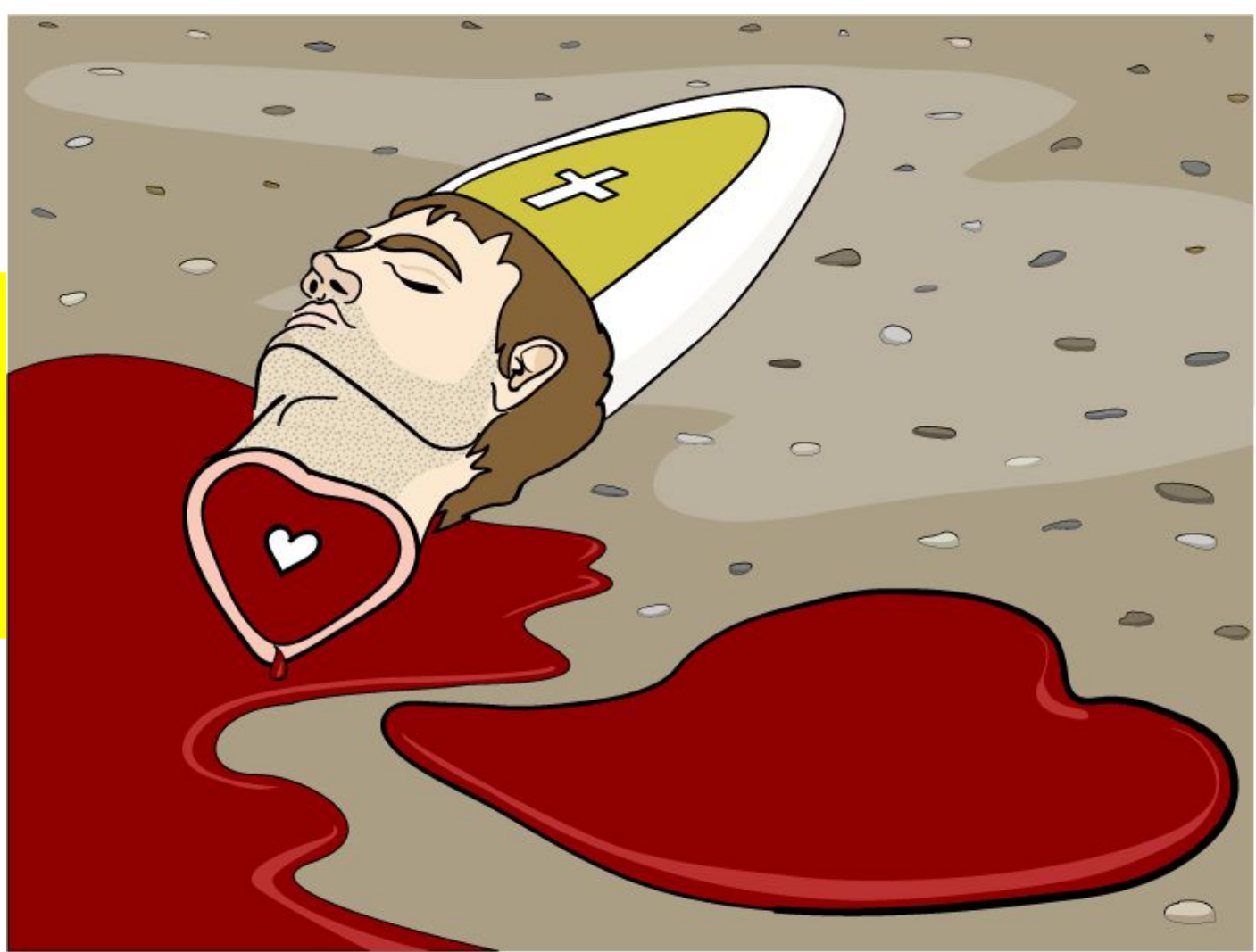
# SEE - THINK - WONDER

**+ Free Write**

Write for 5  
minutes  
without  
stopping.

What is the:

- Message
- Audience
- Speaker
- Purpose
- Context



# PRACTICE PRESENTATIONS

- Go to your assigned partner.
- Practice speaking your presentation
- Give your partner feedback.

## Information Analysis Research Project: Peer Feedback

You must read your story to another student in our class to practice. You will receive a listening grade for this. You must give the person who presented to you feedback on the content, and on the presentation.

Presenter's name: Your name:	News Topic:
<b>Feedback on the content</b> <input type="checkbox"/> The Pulitzer article is <u>present</u> , cited, and includes <input type="checkbox"/> The message <input type="checkbox"/> The purpose and context <input type="checkbox"/> The speaker and audience <input type="checkbox"/> A reflection on the credibility <input type="checkbox"/> Each group member's social media article is <u>present</u> , cited, and includes <input type="checkbox"/> The message <input type="checkbox"/> The purpose and context <input type="checkbox"/> The speaker and audience <input type="checkbox"/> A reflection on the credibility	Area of improvement:  Area  <b>After peer reviews, make final revisions to your presentations.</b>
<b>Feedback on the presentation</b> <input type="checkbox"/> The volume was appropriate <input type="checkbox"/> It was fluid (there were <u>not</u> long pauses) <input type="checkbox"/> All required information was presented.	Area  Area of strength:

# DAY 12

SWBAT present  
group articles  
and provide  
feedback for  
other groups.

## Agenda:

1. Final group meeting  
to finalize  
presentations
2. Begin presentations
3. Complete feedback  
listening form

*Note: rubrics and listening form  
in summative assessment.*

# LISTENING RUBRIC:

## MYP Language Acquisition: **Criterion A:** Listening: *iii.analyse connections*

Score	1-2	3-4	5-6	7-8
Level descriptor	iii.identifies <b>basic</b> connections in complex authentic texts.	iii.identifies <b>basic</b> connections in complex authentic texts.	iii. <b>interprets</b> connections in complex authentic texts.	iii. <b>analyses</b> connections in complex authentic texts.
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# SPEAKING RUBRIC:

MYP Language Acquisition: **Criterion C:**  
Speaking: ***use a wide range of vocabulary***

Score	1-2	3-4	5-6	7-8
Level descriptor	i.uses a <b>limited range</b> of vocabulary	i.uses a <b>basic range</b> of vocabulary	i.uses a <b>range</b> of vocabulary	i.uses a <b>wide range</b> of vocabulary
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# TEXT ANALYSIS PRESENTATIONS

**On the day of your presentation – TODAY!**

- Your assigned day is at the end of this slideshow or poster.
- Your whole group comes to the front of the class.
- If your slide is incomplete on the day of your presentation, you still have to present what you have.
- People who are not presenting, will have to take notes for the listening grade.

# PEER FEEDBACK FORM

ESL 3: Fake News + Text Analysis

Name: \_\_\_\_\_

## Presentation Note Catcher: Listening

While listening, write the presenters' names, the topic, and one takeaway

Then rate their presentation on a scale of 1-3. 1 = needs improvement & 3 = excellent

Presenters Name	Topic and one takeaway	Rating 1-3

- **Names**
- **Topic**
- **1 Takeaway**
- **Rating**

# DAY 13

SWBAT present  
group articles  
and provide  
feedback for  
other groups.

Agenda:

1. Complete presentations
2. Listening forms
3. Unit Reflection  
(google form)
4. Group work feedback & grade

*Note: rubrics and listening form in  
summative assessment.*

# PEER FEEDBACK FORM

ESL 3: Fake News + Text Analysis

Name: \_\_\_\_\_

## Presentation Note Catcher: Listening

While listening, write the presenters' names, the topic, and one takeaway

Then rate their presentation on a scale of 1-3. 1 = needs improvement & 3 = excellent

Presenters Name	Topic and one takeaway	Rating 1-3

- **Names**
- **Topic**
- **1 Takeaway**
- **Rating**

# UNIT REFLECTION FORM

Get a chromebook, and complete the [Pulitzer Center Research Reflection Form.](#)

## Pulitzer Center Research Reflection Form

Think about everything we have done over the past few weeks. We have read a few articles from the Pulitzer Center, analyzed social media posts, and talked about the connection between the two.

# GROUP MEMBER FEEDBACK AND GRADES

## Peer Group Work Evaluation

*Grade your peers based on how well your group worked.*

Your name:

Group member names:	On a scale of 1-3, how much did they contribute (3 = a lot; 1 = not at all)	On a scale of 1-3, how much did they distract (3 = a lot; 1 = not at all)

Do you have any comments or notes that you would like me to know when I consider grading your group? 