Something's Rotten in the City of Verona

Information Literacy

William Thompson, Diana Gedye, Will Thompson, David Thomas
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Grade Level	9th – 12th Grade	**Time Frame**	2-3 class period(s)
Subject	English/Language Arts, Social Studies	**Duration**	135 minutes
Course	A.P. Language and Composition, A.P. Literature and Composition, Advisory, British Literature, Composition, Creative W		

Essential Question

How do you know when something is true? How can you tell if a piece of evidence, or any piece of information, is reliable?

Summary

In this lesson, students build key information literacy skills related to collecting, evaluating, and using information from different media types and formats to support a conclusion. Students start by playing through The Detective: Verona, a digital game-based learning (DGBL) module, to introduce the concepts. The DGBL module enables them to explore those concepts within an interactive world by solving a series of mysteries and empowers them to use those skills in the real world by connecting information literacy to everyday topics and information.

Snapshot

Engage

Students write a two-minute paper and then discuss their understanding with the class.

Explore

Students play part of The Detective: Verona to learn about collecting and evaluating information for verifiability, objectivity, authority, timeliness, and detail.

Explain

Using the Justified True or False strategy, students test their information literacy skills and explain how they used the evaluation methods they've learned to come to their conclusions. They then play the final scenario of The Detective: Verona.

Extend

Students look at the type of media they interact with on a daily basis, compare reliable and unreliable sources, and then identify both the differences and how they can evaluate the information from an unreliable source.

Evaluate

Students show their understanding of the concepts by completing the I Used to Think . . . But Now I Know strategy and applying their ability to evaluate information to three articles.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Grades 9, 10)

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Grades 9, 10)

CCSS.ELA-Literacy.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

Next Generation Science Standards (Grades 9, 10, 11, 12)

HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Oklahoma Academic Standards: English Language Arts (Grade 9)

10.3.R.5: Evaluate the validity of a speaker's argument:
- distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)
- distinguish substantiated from unsubstantiated claims
- analyze rhetorical appeals (i.e., ethos, logos, pathos)
- identify bias
- identify logical fallacies

10.3.R.7: Analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

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Attachments

- Game Portal Guide_v1.2.pdf
- Justified True or False Example Statements - Spanish.docx
- Justified True or False Example Statements - Spanish.pdf
- Justified True or False Example Statements.docx
- Justified True or False Example Statements.pdf
- Justified True or False Student handout - Spanish.docx
- Justified True or False Student handout - Spanish.pdf
- Justified True or False Student handout.docx
- Justified True or False Student handout.pdf
- Miami Herald Article - Spanish.docx
- Miami Herald Article - Spanish.pdf
- Miami Herald Article.docx
- Miami Herald Article.pdf
- New York Daily News Article - Spanish.docx
- New York Daily News Article - Spanish.pdf
- New York Daily News Article.docx
- New York Daily News Article.pdf
- The Detective Verona Teachers Guide.pdf
- World News Daily Report Article - Spanish.docx
- World News Daily Report Article - Spanish.pdf
- World News Daily Report Article.docx
- World News Daily Report Article.pdf

Materials

- Computers with Internet access or an iPad for each student
- K20 Game Portal accounts or iPad apps of The Detective: Verona for each student
- Whiteboard
- Writing materials

Engage

Start by introducing the concept of information literacy to your students. Give students a definition and discuss the types of media they consume on a daily basis. Find out whether they ever check to see if the information they are being presented is true and, if not, why.

Teacher's Note: Defining Information Literacy

One possible definition of information literacy you may wish to use comes from the Association of College and Research Libraries (n.d.), which states that information literacy is the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Have students use the Two-Minute Paper strategy to write a short paper about evaluating the credibility of information and how they might go about doing so. Have them think about the criteria they would use to assess a piece of information, like a news article or a social media post.

Once your students have finished writing their papers, explain to them that good information literacy skills are needed to find and evaluate information for its accuracy, credibility, and usefulness in a variety of situations. From identifying fake news to identifying good sources for research papers. Have students discuss their Two-Minute Papers with the whole class, sharing the methods that they might use to identify the credibility of information. As students say their responses aloud, write each of their ideas on the board. Pick out examples from their ideas to introduce the criteria you will actually be using for evaluating information. For this lesson (and the DGBL module) our criteria are verifiability, objectivity, timeliness, detail, and authority.

- Verifiability – Look for the original sources for any story or article and then investigate to ensure they also meet the criteria. You will often see articles cite things that aren't verifiable themselves.
- Objectivity – Be aware of and look for biases. Also, make sure to evaluate the information to see, for example, if the article is meant to be reporting the news or if it's more of an editorial or commentary which express more opinions than facts.
- Authority – Is the person presenting the information credible? Are they citing credible experts?
- Timeliness – Check the dates on the story and on the sources. Is the information you are looking at current or is it outdated?
- Detail – Is all the information presented clear and specific? Does it answer the questions of who, what, when, where, why, and how, or does it leave a lot up to interpretation?

Explore

Once you have introduced these topics and gotten students thinking about how they look at information, introduce them to the DGBL module The Detective: Verona. Click here to learn more about the game.

Teacher's Note: Accessing The Game

For your students to play The Detective: Verona, you'll need to set up a class in the K20 Center Game Portal ahead of time. Go to games.k20center.ou.edu and create an account. After you log in, you'll be able to create a class and invite students. If you are using the iPad app, you only need to install the app to be ready to go. For more information, refer to the Game Portal Guide in the Attachments section. If you experience any issues, go to games.k20center.ou.edu/support to contact user support. If, however, you need students to play the game via computer, contact either Will Thompson (will.thompson@ou.edu) or Javier Elizondo (elizondoj@ou.edu) directly at the K20 Center to be granted access. Further information can be found at the end of The Detective: Verona Teacher's Guide in the Attachments section.

Set students up with their computers or tablets to play the game and have them play through the first two scenarios, which should take roughly 25-30 minutes. You do not need to give them further instructions here. The game will introduce them to its mechanics, concepts, and story. At this point, take time to walk around the room, helping students who are confused or stuck and observing their progress.

Alternative For Technology Limitations

If it is not possible to supply each student with access to the game, having students play the game in small groups will also work. It is recommended that these groups have no more than four students apiece.

Teacher's Note

The Detective: Verona consists of three scenarios. In order to be exposed to all five criteria, it is necessary for students to play all three. This should take roughly 45-60 minutes in total. This lesson breaks the game up into two parts: scenarios one and two, then a break to practice using the new information, and finally, scenario three. This allows the game and its accompanying lesson to be broken into class-period sized modules, if necessary. The list of which criteria are covered by which scenarios can be found in the teacher's guide under Attachments. Some useful strategies to help students if they get stuck can also be found in the guide.

Teacher's Note: Tracking Student Progress

If you are having the students play the game on computers, it is possible to track student progress through the Game Portal Teacher Dashboard where you access the game. Unfortunately, this functionality does not exist for the iPad version of the game.

Explain

Now that your students have played some of the game and have some experience applying their information literacy skills, you can use the Justified True or False strategy to explore their understanding of the concepts a bit deeper and better explain the different criteria.

Write three to six statements on the board (including the name of the person or organization who said it) that meet, or fail to meet, the criteria of verifiability, objectivity, and/or authority. Then, have your students evaluate each statement. You can have them do this individually on sheets of paper or in small groups. Example statements and student handouts can be found under Attachments.

Teacher's Note

Keep in mind that, though you have discussed all five criteria already, the criteria of detail and timeliness are not covered in the game until scenario three, so students have not yet had a chance to apply them.

Once the students have completed the Justified True or False activity, discuss their answers as a class, focusing on the criteria they used to determine if a statement was true or false. At this point, you can spend some time discussing misconceptions about these criteria, especially detail and timeliness.

Then, have your students go back to The Detective: Verona DGBL module to play scenario three. This should take students roughly 25-30 minutes. This final scenario covers the final two criteria of detail and timeliness and reviews the previously introduced criteria. Once they have completed this scenario, students will have been introduced to and had practice using all five criteria.

Teacher's Note

As before, the final scenario of The Detective: Verona DGBL module can be played in groups, if necessary. Again, it is recommended these groups have no more than four students.

Extend

Now that students have been introduced to all five criteria and have had a chance to apply them within the DGBL module, discuss more ways they can check for each criterion and remind students to look for all five criteria when evaluating information.

Discuss the different types of media that students interact with on a daily basis. Have students write down some of the media they consume, and then discuss which ones can be considered reliable sources and why. Focus on digital sources—especially social media. Discuss the ways that people can check on the reliability of information presented to them by unreliable sources such as Facebook, Twitter, or blogs.

Teacher's Note

For this, you can discuss websites such as Snopes and Politifact. However, make sure to remind your students to look for bias even on sites like these.

Discuss the concepts of fake news and joke articles with your students and the difference between deliberate misinformation and satire. Then, discuss methods of identifying fake news in their social media.

- Watch for clickbait headlines—those that are in all caps, have lots of exclamation points, or make shocking or unbelievable claims.
- Look closely at the URL. Is it from a site you don't recognize or one that is known for unreliable information?
- Compare the article with other reports from verified sources.
- Check the article's sources? Does it have any and are they reliable?

Present the students with several news articles, both from reliable and fake news sources, such as this one from the "Miami Herald," this one from the "New York Daily News," and then this one from the satire/fake news site "World News Daily Report." Handouts of these articles are also available under Attachments. Have students examine the articles, determine which are reliable and which are not, and write why they made those decisions. Have students form groups to discuss their conclusions. Then, have each group share their conclusions with the whole class.

Teacher's Note

While the articles linked above can be used, feel free to find your own articles if you want something more relevant to your specific subject area. Just make sure you provide students with at least one credible and at least one non-credible article. Note that the link to the “World News Daily Report” is no longer functional. The referenced article is, however, available as an attachment.

Evaluate

To conclude the class, have your students participate in an I Used to Think . . . But Now I Know activity to evaluate understanding about information literacy, the evaluation criteria, and their importance.

Have students take out a blank sheet of paper and draw a line down the middle to separate it into two columns. At the top of one column, ask students to write "I used to think," and at the top of the second column, have students write "But now I know." Under the first column, they should refer back to their Two-Minute Paper to write down what they used to think about information literacy, and then under the second column they should write how their thinking has changed since the start of the lesson.

Resources

- Information Literacy Definition: Association of College & Research Libraries. (n.d.). Information literacy competency standards for higher education. http://www.ala.org/acrl/standards/informationliteracycompetency#f1
- K20 Center. (n.d.). I used to think . . . but now I know. Strategies. https://learn.k20center.ou.edu/strategy/137
- K20 Center. (n.d.). Justified true or false. Strategies. https://learn.k20center.ou.edu/strategy/174
- K20 Center. (n.d.). Two-minute paper. Strategies. https://learn.k20center.ou.edu/strategy/152
- K20 Center. (2015). The detective: Verona [Computer software]. Norman, OK: The Board of Regents of the University of Oklahoma.
- Ovalle, D. (2017, May 12). It's jail time for arsonist whose lawyer's pants caught on fire. Miami Herald. http://www.miamiherald.com/news/local/article150212372.html
- The Associated Press. (2011, Nov 16). Tomato sauce on pizza is a vegetable, says Congress; GOP says healthier school lunches are too expensive. New York Daily News. https://www.nydailynews.com/2011/11/16/tomato-sauce-on-pizza-is-a-vegetable-says-congress-gop-says-healthier-school-lunches-are-too-expensive/
- News Daily Report. (n.d.). Fisherman captures 3,000-pound great white shark in Great Lakes. http://worldnewsdailyreport.com/fisherman-captures-3000-pound-great-white-shark-in-great-lakes/