

9-12th Grade: Various Subjects

Course Title: Your subject here.	Lesson Title: Newsbreakers Debate Show
Instructor: You.	Prerequisites for Assignment: Scaffolding and practice from <u>Researcher</u> assignment (or equivalent)
Equipment/Resources Required: Computer(s) with internet access, laptop computers/iPads, microphones	Evaluation Method: In-class evaluation of oral presentations + (optional) written documentation
Students will work: In groups of 4-8, as appropriate	Total In-Class Time Required: 2-4 class periods depending on number of / level of students
Max. # of Students: 36	Total At-Home Time Required: Approx. 1-2 hours individually + 1-2 hours in groups
Initial Preparation by: Ethan R. Siegel, Ph.D. Date: 08 / 01 / 2012	Final Revisions by: Date:
Approved by:	Date:

Performance Objectives

Students will accomplish the following:

- Create a real-time news stream to deliver content on a desired topic as it is created
- Identify points-of-view and agendas inherent in different sources and from different authors
- Separate opinion and rhetoric from factually supported statements
- Create a written repository of facts, arguments and bullet-points of information that are gathered from reliable sources
- Create a line of questioning directed towards a particular interview subject
- Deliver a live, partially scripted oral presentation that simulates a news interview, where “guests” are scrutinized and forced to explain/defend their position

Curriculum Standards Met:

- Research / gather topic-specific information using applied modern technology
- Gather and apply information from diverse sources to create a cohesive presentation
- Take on a particular point-of-view
- Defend / attack a particular point-of-view, backed up with facts gathered from original research

CCSSI Objectives Addressed:

- Reading: objectives 5, 6 and 8
- Writing: objectives 1 and 8
- Speaking & Listening: objectives 2, 3 and 5

Lesson Plan Outline

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Engagement / Setup

You've finally hit the big time, as your team of (insert subject) reporters and researchers has gotten a weekly, 5-10 minute segment on the hottest cable news show: **Newsbreakers**. For your segment, you need to bring on a controversial, polarizing figure from the field of (insert appropriate field here), and interview this person with the goal of informing the general public about the truth related to this issue. While the guest of your interview is free to lie or otherwise misrepresent the truth, **your team may not**.

It is important to research your interviewee's background, positions, and previous talking points, as well as the truth about your topic, so that you can counter their claims with actual, well-researched, convincing facts and arguments. If you can't hit hard enough to convince the audience of the truth, **Newsbreakers** will find another team that will!

Instructional Walkthrough:

- Review importance of *vetting* asserted information and fact-checking, possibly with an engagement of telling a (subject-specific) mistruth that comes from an authoritative source
- Review (if necessary) information gathering with Trapit
 - Keyword-based discovery engine, appropriate likes and dislikes, evaluation of sources for quality, etc.
- Assign, allow students to choose, or select from prior (researcher) assignment a topic + interviewee in groups of 4-8 members

Sample Assignment:

- In their groups, students must select one person to be the **Newsbreakers** host, and can prep him/her for their interview with a list of prepared questions, anticipated responses, and documented, well-sourced facts, but the host may have no papers or note cards.
- One person will be the guest (or the instructor could do this, if it is beyond the level of the students), and must come prepared *in character* with the beliefs, talking points and stances consistent with the guest's prior statements and stances. He/she may lie at will (if necessary), but does *not* want to get caught doing so!
- The remaining group members will have microphones and laptops hooked up to Trapit and their pre-created traps, where they will be "in the ear" (via microphone) of the host, and can feed the host with information, quotes, and facts from articles during the interview.
- See the attached assignment – [Newsbreakers Handout.docx](#) – for further details and grading criteria.

Instructor's Notes:

It is vital that students enter this lesson with a pre-existing understanding of the dangers of reporting untrue or counterfactual misinformation without sufficiently challenging or vetting their sources, as the "scaffolding" from Trapit's [Researcher Lesson Plan.docx](#) teaches.

Additionally, students must enter this lesson proficient in using Trapit to create traps/news streams on particular topics of interest. It is recommended including at least one prior exposure among students to curating/personalizing traps (such as the [Researcher Assignment.docx](#) or the [General Handout.docx](#) homework assignments) before they are ready to handle this assignment.

As an additional option, you may want to encourage students to use some type of shared document (like a google doc) or a shared trapit account (with a common reading list) so that the group can work together more seamlessly.

Make sure to modify and assign, either electronically or via paper format, the handout before allowing students to get to work in their own groups.