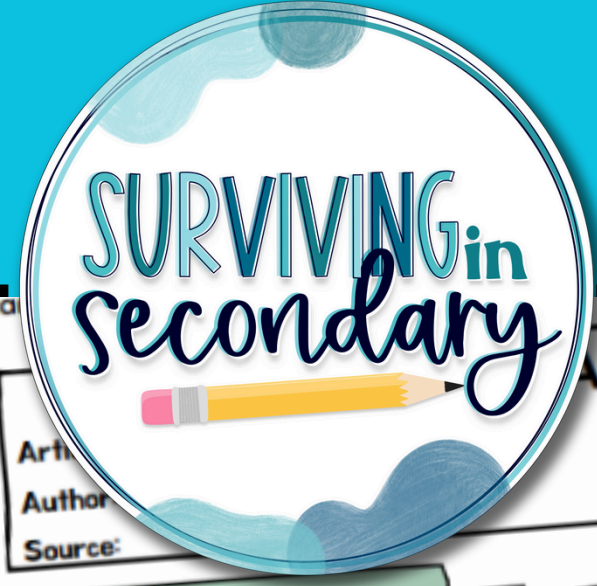


DIGITAL, MEDIA, AND NEWS LITERACY GROWING BUNDLE



Na

Art

Author

Source:

FAST FACTS

Who: _____

What: _____

Where: _____

When: _____

Why: _____

TWO-SENTENCE SUMMARY

IMPORTANT

RELEVANT VISUAL

KEY TA

1

2

ORY	3	2	1	0
/3	At least 3 sources were chosen. Sources included one each from the left, right, and center.	At least 3 sources were chosen. However, sources did not represent left, right, and center.	Fewer than 3 sources were chosen. Sources did not represent perspectives from left, right, and center.	No sources were chosen OR sources were chosen but all represented the same bias.
/6	Notes were taken appropriately for all 3 sources. Student recorded source name, article title &	Notes were taken appropriately for 2 sources. Student recorded source name, article title &	Notes were taken appropriately for all 1 source. Student recorded source name, article title &	Student did not show evidence of an attempt to complete the Source Chart.

NAME: _____

KWL Chart

TOPIC: SOCIAL MEDIA & FREEDOM OF SPEECH

WHAT I THINK I KNOW:	WHAT I WANT TO KNOW:	WHAT I LEARNED:

Date: _____

"The Monsters are Due on Maple Street" Critical Thinking Choice Board

Instructions: Answer 3 questions of your choice from the board below. You must select one question from each column.

Imagine that this episode took place in the 1950s. How do you think the story would change with the addition of technology and communication devices such as social media and cell phones?	How can the events on Maple Street be explained?	Consider how the episode portrays the impact of fear on the characters. What real-life events does it reflect?
--	--	--

Name: _____

"The Broadcast That Terrified a Nation" Viewing Guide <https://www.youtube.com/watch?v=VKralXDreag>

1. What was Orson Welles' radio show called?

2. Why was CBS initially hesitant to air the show?

3. What was the original The War of the Worlds book about?

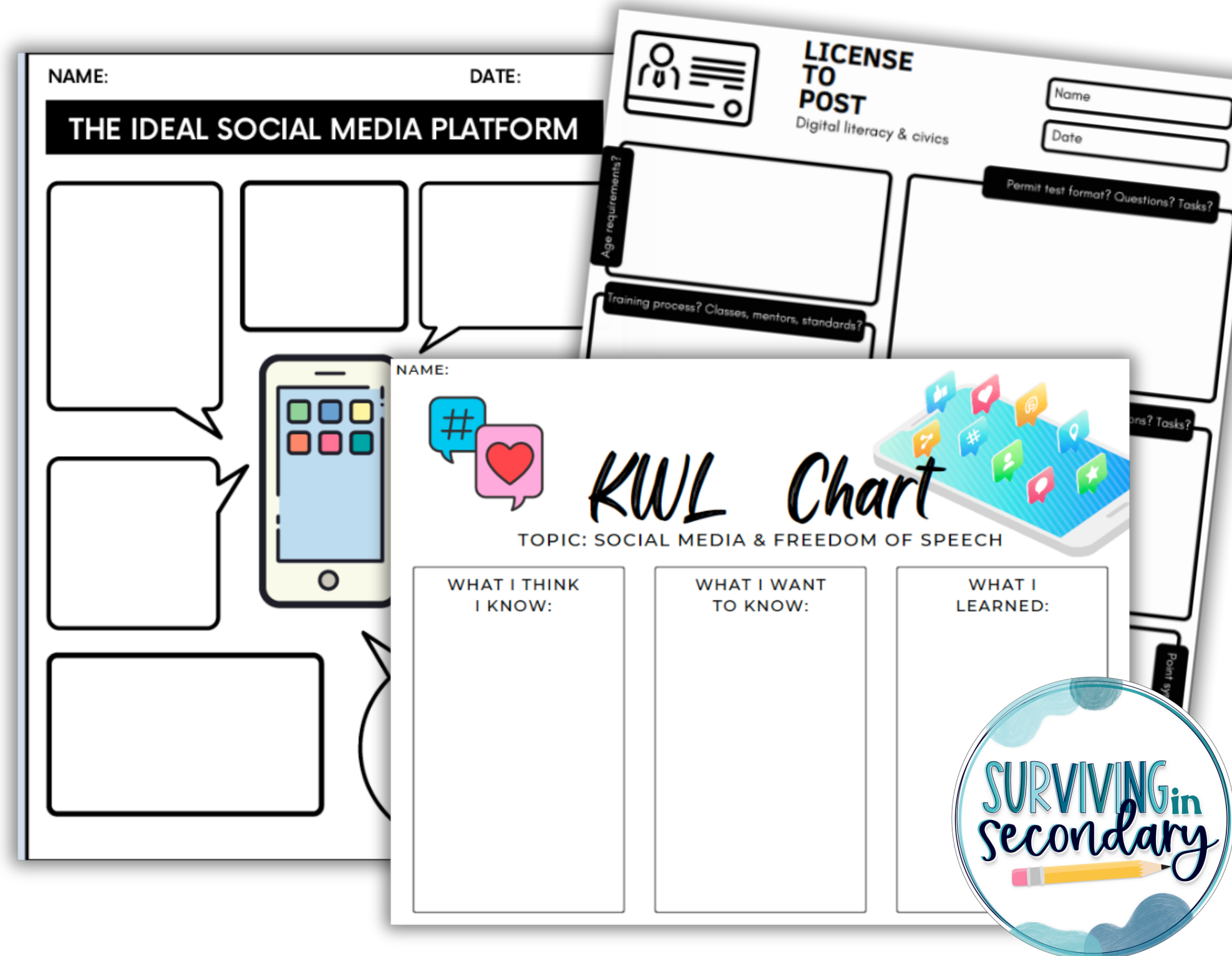
4. How did Welles make the broadcast sound like a real news report?

Growing bundle full of engaging, relevant resources for the middle and high school classroom! Build crucial 21st-century skills across content areas!

WHY WILL YOU (AND YOUR STUDENTS) FALL IN LOVE WITH THIS RESOURCE?

- ✓ Digital literacy-focused
- ✓ Promotes class discussion
- ✓ Full of curricular connections
- ✓ Motivating and engaging

Unique
and
relevant!



WHY WILL YOU (AND YOUR STUDENTS) FALL IN LOVE WITH THIS RESOURCE?

- ✓ Low-prep & editable
- ✓ Can be printed or used digitally
- ✓ Contemporary & relevant
- ✓ Shock value = high engagement!

Discussion
bank
included!

I Spy AI: Discussion Question Bank
Teacher Directions: Use any combination of the following questions to spark discussion.
Were you surprised by the real answers? Why or why not?
What do you think students need to be aware of ChatGPT?

ESSAY ONE
The development and deployment of advanced language models like ChatGPT have raised a number of ethical concerns that must be addressed. These concerns stem from the ability of these models to generate human-like text and their potential for misuse.

I Spy AI: Reflection/Exit Ticket

Instructions: Answer the reflection questions below based on today's activity and your knowledge of ChatGPT/AI.

1. Why do you think AI programs like ChatGPT were created? Why might their popularity be rising so quickly?

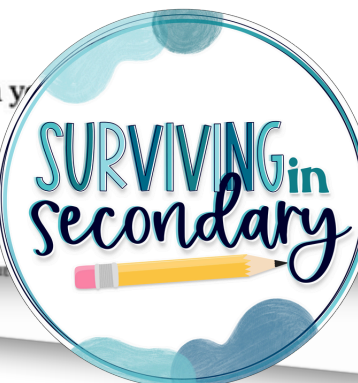
2. List three ways that ChatGPT could be used responsibly in schools and three ways it could be used irresponsibly.

Responsible Use of ChatGPT in Schools	Irresponsible Use of ChatGPT in Schools
1.	1.
2.	2.
3.	3.

3. Do you think AI/ChatGPT should be permitted in schools? Why or why not?

4. Overall, do you think AI/ChatGPT is a positive or negative development in society? Explain your answer.

PLEASE NOTE: Google Drive is REQUIRED



WHY WILL YOU (AND YOUR STUDENTS) FALL IN LOVE WITH THIS RESOURCE?

- ✓ Media literacy-focused
- ✓ Easy to follow
- ✓ Fully editable
- ✓ Encourages critical thinking

Answer key
included!

Name: _____ Date: _____

 "The Broadcast That Terrified a Nation" Viewing Guide 
<https://www.youtube.com/watch?v=VKralXDreak>

1. What was Orson Welles' radio show called?
2. Why was CBS initially hesitant to air the show?
3. What was the original *The War of the Worlds* book about?
4. How did Welles make the broadcast sound like a real news report?
5. How did the broadcast begin?
6. How was the listening experience different for those who tuned in late?

Date: _____

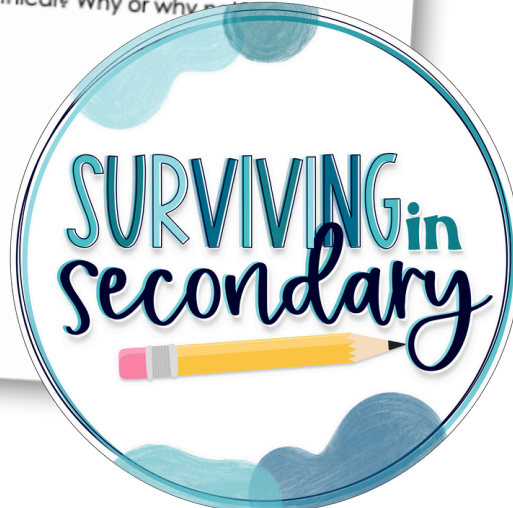
the ways viewers reacted to the broadcast.

respond to the pushback he received?

determine how many people were fooled by the show?

aggravate the reaction to the broadcast?

regy for the broadcast was ethical? Why or why not?



WHY WILL YOU (AND YOUR STUDENTS) FALL IN LOVE WITH THIS RESOURCE?

- ✓ Low-prep
- ✓ Built-in scaffolding
- ✓ Helps build routine
- ✓ Encourages close reading

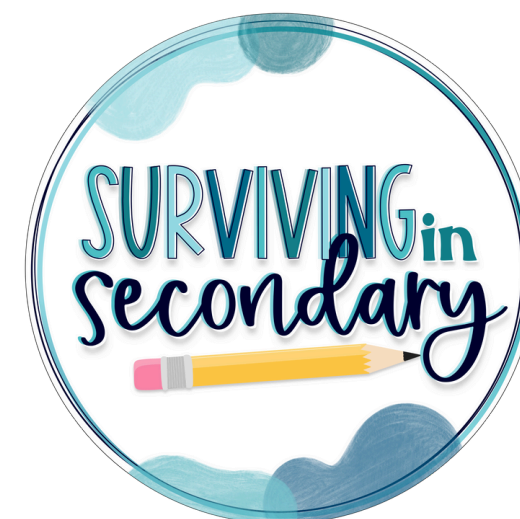
Sample
version
included!

Name: _____ Date: _____

Article Analysis

Article Title: _____
Author: _____
Source: _____

FAST FACTS Who: _____ What: _____ Where: _____ When: _____ Why: _____	TWO-SENTENCE SUMMARY _____ _____
RELEVANT VISUAL _____ _____ CAPTION: _____	IMPORTANT QUOTE _____ _____ _____ KEY TAKE-AWAYS 1. _____ 2. _____ 3. _____



WHY WILL YOU (AND YOUR STUDENTS) FALL IN LOVE WITH THIS RESOURCE?

- ✓ Low-prep
- ✓ Modern & relevant
- ✓ Easy to use
- ✓ Promotes student voice



Name: _____ Research Topic: _____

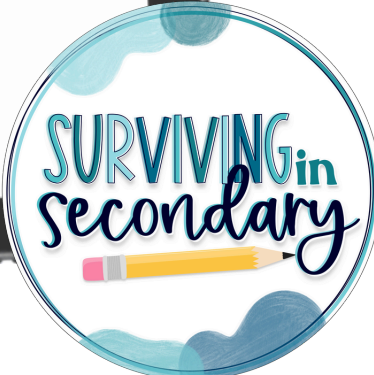
Source Commonalities

1. In this table, list information that was consistent between **TWO** of your articles. For each piece of information, provide the name and bias leaning of each source and document the information as it is listed in each source (copy & paste is fine). Add more rows as needed.

Summary of Info	Source 1	Source 2
	Name: Bias: Quote:	Name: Bias: Quote:
	Name: Bias: Quote:	Name: Bias: Quote:

2. In this table, list information that was consistent between **ALL THREE** of your articles. For each piece of information, provide the name and bias leaning of each source and document the information as it is listed in each source (copy & paste is fine). Add more rows as needed.

PLEASE NOTE: Google Drive REQUIRED



WHY WILL YOU (AND YOUR STUDENTS) FALL IN LOVE WITH THIS RESOURCE?

- ✓ Low-prep + editable
- ✓ Relevant modern tie-ins
- ✓ Built for differentiation
- ✓ Motivating and engaging

Answer key included!

Name: _____ Date: _____

"The Monsters are Due on Maple Street" Episode 1

Instructions: Answer 3 questions of your choice. Each question is worth 10 points.

Imagine that this episode took place in the present day. How do you think the story would change with the addition of modern technology and communication methods, such as social media and cell phones?	How can the episode be connected to the concept of "cancel culture"? Are there parallels between the judgments made in the episode and people are "cancelled" on social media?
What role does the character Tommy play in the episode, and how can his behavior be connected to the influence of media and pop culture on young people?	How do the characters' rapid assumptions and reliance on gossip resemble the spread of misinformation on social media platforms?
Reflect on the character of Steve and his efforts to find the truth. How does his investigative approach relate to the importance of critical thinking in evaluating news sources?	How can the episode be used as a lesson about the importance of critical thinking, media literacy, and responsible citizenship in the digital age?

The episode closes with the following narration:

"The tools of conquest do not necessarily come with bombs and shotguns. There are weapons that are simply thoughts, attitudes, prejudices, the minds of men. For the record, prejudices can kill, and suspicion can destroy. A thoughtless, frightened search for a scapegoat has a fallout in a very short time. And the pity of it is that children and the children yet unborn. And the pity of it is that it is confined to The Twilight Zone!"

Explain the meaning of this quote in your own words. Give an example of a historical event that you think relates to the quote and explain why.

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Name: _____ Date: _____

"The Monsters are Due on Maple Street" Viewing Guide

Instructions: As you watch the episode, answer the 10 viewing questions. The questions follow the order of events in the episode.

1. How is Maple Street described in the first few moments of the episode? Provide at least two details.
2. What is the problem facing the residents of Maple Street? What do they observe in the sky, and what issues start occurring in the neighborhood?
3. What is Tommy's theory about what happened? Why does he believe this theory?
4. Why do the neighbors become suspicious of Les?
5. What warning does Les give to the neighbors? What do you think he means?

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WHY WILL YOU (AND YOUR STUDENTS) FALL IN LOVE WITH THIS RESOURCE?

- ✓ Low-prep & editable
- ✓ 4 premade versions + a blank copy
- ✓ Contemporary & relevant
- ✓ Promotes critical thinking

Tackle AI
with ease!

PLEASE NOTE: Google Drive is REQUIRED to edit

The image shows two overlapping notebook-style templates. The top template is titled "AI Use Policy: Journalists" and has a pink header. It includes fields for "Name(s): TYPE", "Date: TYPE", and "Period: TYPE". Below the header, it says "All employees are expected to comply with the following guidelines." and lists five numbered prompts: "1. Type rule 1 here.", "2. Type rule 2 here.", "3. Type rule 3 here.", "4. Type rule 4 here.", and "5. Type rule 5 here." The bottom template is titled "Rationale for AI Policy" and has a yellow header. It includes fields for "Name(s): TYPE" and "Date: TYPE". Below the header, it says "Type rationale for your AI policy here. Your explanation must include all of the rules from your previous slide." and "If you are using research and/or outside evidence, be sure to cite your sources." It also includes a reminder: "Remember your audience! You are trying to convince the people who must follow the policy that this is in their best interest. Your rationale should be relevant and appropriate for the audience." Both templates have a spiral binding on the left side.

