

Find the Stakeholders, Find the Best Sources

Learning outcome: Students will evaluate a source in order to find out more about who cares about the issue, to determine if a source is credible, and to find more places to look for further research.

Assessment: Discussion

Artifact: Worksheet

Class should sit in six groups.

Introduce module

We're going to look at an article together to evaluate it for credibility and to figure out who really cares about the issue, in order to determine bias as well as find places you can look for more source material.

(5 mins) Pull up or hand out an article online about a recent event (you know your students best, but political articles can sometimes be contentious). Ask students to skim the article independently and write down any names, organizations, big concepts that seem important (whether they know what it means or not), legislation, etc.

As students read, hand out 5Ws worksheet.

(5 mins) Work within your group to answer **one of the highlighted 5Ws questions** (assign each question to a group). Use the names, organizations, big concepts, etc., to answer your questions.

(6 mins) Ask students to report back (1 min per group). On the whiteboard, make a series of lists: Stakeholders, claims, information, explore, terms/ideas, places to go.

(5 mins) Ask: *From these lists, what do we need to do/where do we need to go to track down more information?* Go online to search for a few to model the curiosity a student should bring to the research process.

If you have time, consider bringing up AllSides.com website and explain how to use it. It is for online and news outlets. Learn more information about the website/newspaper and see what their political leaning is. Quickly establish left/liberal/Democrat and right/conservative/Republican.

IS IT BIASED?

Recognizing & Identifying Bias in Information Sources

Bias is when a statement reflects a partiality, preference, or prejudice for or against a person, object, or idea.

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1 WHO?

- Who wrote and published the article?
- Who benefits from the information?
- Who have you also heard discuss this?
- Who is this trying to appeal to?
- Who else uses these terms/words?



2 WHAT?

- What is the purpose of the site or article?
- What are the verifiable facts?
- What do the language/images tell you about the author's opinion?
- What does this make you feel?



3 WHEN?

- When would you use this language?
- When is it useful to use this language?
- When would you use this article as evidence?
- Has the article or resource been updated?



4 WHERE?

- Where is the information coming from?
- Where does the site or author get their funding?
- Where do they get their evidence?
- Where else do you see this story?
- Where else is language like this used?



5 WHY?

- Why does the information exist?
- Why did this get published?
- Why does the article use the images/language it does?
- Why are people influenced by this?
- Why is this relevant?