



6-8 Media Literacy & Misinformation — 5-Day Lesson Plan

GRADE LEVEL

6-8

SUBJECT

Media Literacy & Misinfo...

WEEK OF

Unit Overview

A five-day skill-build using the Stanford Civic Online Reasoning routines: lateral reading, click restraint, and source triangulation, finished with a debunk of a current viral claim. Students leave with a one-page checklist they can run on any post in under 90 seconds.

Standards Alignment

C3 D2.His.16.6-8; Stanford Civic Online Reasoning curriculum; ISTE 1.2

Global Standards Mapping

United States:

C3 D2.His.16.6-8; Stanford Civic Online Reasoning curriculum; ISTE 1.2

United Kingdom:

Key Stage 3 (Years 7–9, ages 11–14)

Australia / NZ:

Years 7–8 (AC v9.0) · NZ Levels 4–5

IB Programme:

MYP — Years 1–3 (ages 11–14)

Canada (Ontario):

Ontario Intermediate Division (Grades 7–8)

Singapore / India:

MOE Secondary 1–2 · NCERT Classes 6–8

EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only

Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

Day 1

6-8 Media Literacy & Misinformation — 5-Day Lesson Plan

Learning Objective

Students will be able to perform lateral reading on an unfamiliar source and decide whether to trust it.

Standards Alignment

C3 D2.His.16.6-8; CCSS RI.7.8

Materials Needed

- Two side-by-side websites (one credible, one dressed-up advocacy site)
- Lateral-reading routine card

Lesson Flow

Opening / Hook (5-10 min):

Project two articles claiming opposite facts about the same event. "Both look polished. How do you decide?"

Direct Instruction (15-20 min):

Lateral reading = leave the page; open three new tabs; ask 'Who is behind this site? What do others say about it?'
Demo on the advocacy site.

Guided Practice (10-15 min):

Pairs run the routine on a third site. Debrief: what did you find that the site itself wouldn't tell you?

Independent Practice (10-15 min):

Run lateral reading on one site of student choice; document who funds it and one independent description of it.

Closing / Exit Ticket (5 min):

Sentence: "Lateral reading is ____ and it works because ____."

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to media literacy.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside media literacy and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 2

6-8 Media Literacy & Misinformation — 5-Day Lesson Plan

Learning Objective

Students will be able to use reverse image search to verify or debunk a viral image.

Standards Alignment

C3 D2.His.16.6-8

Materials Needed

- 3 viral images with documented origins (e.g., wrong-event photo, edited image)
- Chromebooks

Lesson Flow

Opening / Hook (5-10 min):

Project a famous miscaptioned photo. "This was shared 200,000 times last year. The caption is wrong. Find out how you'd know."

Direct Instruction (15-20 min):

Demo Google Lens / TinEye. Walk through the 3 questions: when was this image first online? where? what was the original caption?

Guided Practice (10-15 min):

Pairs work the 3-image set; document origin date and original context.

Independent Practice (10-15 min):

Find a current image circulating online; verify its provenance using the routine.

Closing / Exit Ticket (5 min):

Quick share: one image whose meaning shifted when the original context appeared.

Differentiation

For struggling learners:

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For advanced learners:

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For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 3

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Learning Objective

Students will be able to triangulate a claim across three independent sources before sharing it.

Standards Alignment

CCSS W.7.8; C3 D3.3.6-8

Materials Needed

- Source-triangulation handout
- List of the school library's database starting points

Lesson Flow

Opening / Hook (5-10 min):

"Here are three headlines about the same study. Two say the opposite of the third. What now?"

Direct Instruction (15-20 min):

Define independent: doesn't quote each other, doesn't share funder, doesn't share author. Show the difference between three articles all citing the same press release vs. three independent reports.

Guided Practice (10-15 min):

Pairs triangulate one teacher-provided claim; flag whether their three sources are truly independent.

Independent Practice (10-15 min):

Triangulate a claim of student choice (current-events news only). Submit the three URLs + a verdict.

Closing / Exit Ticket (5 min):

Whip-around: one claim that survived triangulation, one that didn't.

Differentiation

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For ELL students:

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For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 4

6-8 Media Literacy & Misinformation — 5-Day Lesson Plan

Learning Objective

Students will be able to identify two signals that an image, video or article was AI-generated.

Standards Alignment

ISTE 1.2.b; CSTA 3A-IC-25

Materials Needed

- Mixed gallery of 8 images: real news photos + AI-generated
- Detection signal card (hands/text/lighting/audio sync)

Lesson Flow

Opening / Hook (5-10 min):

Whiteboard vote on 4 images: real or generated?

Direct Instruction (15-20 min):

Visual tells (text inside images, hands, jewelry, ear/tooth asymmetry) + provenance tells (where did it first appear, who shared it first, do reverse-image-search results show a long history or none).

Guided Practice (10-15 min):

Triads work the gallery; defend their call with one visual and one provenance signal.

Independent Practice (10-15 min):

Find one image from the past 24 hours of news; assess likelihood it's generated. Document.

Closing / Exit Ticket (5 min):

Sentence: "Before I share an image, I will ____."

Differentiation

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For advanced learners:

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For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 5

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Learning Objective

Students will be able to debunk a current viral claim in a 90-second video using the week's routines.

Standards Alignment

CCSS SL.7.4; C3 D4.3.6-8

Materials Needed

- Phones/Chromebooks for recording
- One-page debunk script template
- Class rubric

Lesson Flow

Opening / Hook (5-10 min):

Show a 60-second debunk from a credible fact-check outlet. Name the moves it uses.

Direct Instruction (15-20 min):

Script template: claim, source check, image check, triangulation, verdict, what you should do instead.

Guided Practice (10-15 min):

Pairs draft scripts on a teacher-curated list of 6 viral claims.

Independent Practice (10-15 min):

Record the 90-second debunk (phone, Flip, or laptop).

Closing / Exit Ticket (5 min):

Two pairs share. Class scores against rubric. Hand out the one-page checklist students keep.

Differentiation

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For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Homework (optional)

Use the checklist on one thing in your feed tonight. Be ready to report what you found.



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