The Fourth Lens: Motives

Key Points

Misinformation, Disinformation, and Malinformation (pg 46)	**Bots (pg 47)**	**Motive Personality types (Suspects) (pg 50)**	
"The motivations of people who create and share false information online are varied and complex." *Mis* information: false information spread without the initial intent to deceive *Dis* information: false information deliberately misleading or manipulated *Mal* information: based in truth but manipulated in content or context to cause harm. **The difference between the three types of information is the intent with which the information was spread.	How do automated accounts, bots, fit? *Detaches the spread of disinformation from individuals responsible. *Diverse participants: Both willing and the unwitting *Questions for students to ask as they use information: 1) What do I know about the person/group sharing this information 2) What behavior is this creator hoping this content will illict? 3) Who benefits if I trust or share this information without digging deeper into its credibility?	**There are different types of "suspect" that have unique motivations. They include:** * **"Click Chaser"** - They want attention and likes. They use sensational headlines, shocking details. * **"Troll"** - They want to cause harm, divisiveness, revenge, it's personal. They bully, make personal attacks and rely on emotional triggers." * **"Jokester"** - They use memes, think their content is obviously "faked", curiosity and amazement. * **"Influencer for Hire"** - They are in it for the money, sponsored content, subtle reference to ads that are hard to spot. * **"Propagandist"** - Political gain, insurrection, anarchy. Lots of layers, and they tend to spark fear, hate and outrage. * **"Blue Liar"** - "They spread false information because they believe the ends justify the means." Hope to spark fear with "anonymous but official-sounding sources." * **"Bot"** - a code writer creates a program, posts hundreds of times a day, clones itself, "Outrageous claims with little evidence." Triggers fear, hate, outrage. * **"Mimicker"** - Tries to make false content appear legitimate by modeling trusted sources. Use advanced technology to make content look and feel real. * **"Flash Bomber"** - Tries to cause confusion and draw attention away from legitimate content. Clutters feed with an enormous amount of information. Spreads outrageous claims with emotionally charged media/memes. * **"Lemming"** - Shares information without reading or vetting it to fit in. Often copies info from other sources, wants to "fit in" so jumps on movements.	

State Standards/Objectives
Idaho Content Standards

ELA -Idaho Vertically Aligned Standards ELA/Literacy	**Idaho Math Standards**	**Social Studies - Idaho Social Studies Standards**	**Science - Idaho Science Standards:**
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	1. Make sense of problems and persevere in solving them 3. Construct viable arguments and critique the reasoning of others. 5. Use appropriate tools strategically. 6. Attend to precision.	6-12.USH1.1.2.1 Analyze the religious, political, and economic motives of immigrants who came to North America. 6-12.USH1.1.2.2 Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America 6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights. 6-12.USH1.5.1.3 Analyze how national interest shapes foreign policy 9-12.USH2.1.2.1 Identify motives for continued immigration to the United States 9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history. 9-12.USH2.5.1.1 Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism 9-12.G.4.2.4 Trace the development and role of political parties and other political organizations and their impact on the American system of government. 9-12.G.4.2.5 Analyze the role of other political organizations and their impact on the American system of government. 9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian. 9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO. 9-12.E.5.1.2 Analyze global economic interdependence and competition.	Different standards would apply to different lessons, depending on the lesson's content. But here are some ideas. LS2-HS-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. ESS1-HS-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history. ESS3-HS-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. ESS3-HS-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. ESS3-HS-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity

ISTE Standards/Objectives. https://www.iste.org/standards/iste-standards-for-students		
Empowered Learner- 1.1.a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
Empowered Learner- 1.1.c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
Knowledge Constructor- 1.3.a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
Knowledge Constructor- 1.3.b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
Knowledge Constructor- 1.3.c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
Knowledge Constructor- 1.3.d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
Innovative Designer- 1.4.d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	
Creative Communicator- 1.6.a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
Global Collaborator- 1.7.b	Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	
AASL Standards/Objectives - Standard link		
INQUIRE I.B.1	Learners engage with new knowledge by following a process that includes using evidence to investigate questions.	
INQUIRE I.B.2	Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.	
INQUIRE I.D.4	Learners participate in an ongoing inquiry based process by using reflection to guide informed decisions.	
INCLUDE II.A.2	Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.	
INCLUDE II.B.2	Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.	
COLLABORATE III.A.1	Learners identify collaborative opportunities by demonstrating their desire to broaden and deepen understandings	
COLLABORATE III.B.1	Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources.	

COLLABORATE III.C.2	Learners work productively with others to solve problems by involving diverse perspectives in their own inquiry processes.	
COLLABORATE III.D.2	Learners actively participate with others in learning situations by recognizing learning as a social responsibility.	
CURATE IV.A.1	Learners act on an information need by determining the need to gather information.	
CURATE IV.A.2	Learners act on an information need by identifying possible sources of information	
CURATE IV.A.3	Learners act on an information need by making critical choices about information sources to use.	
CURATE IV.B.1	Learners gather information appropriate to the task by seeking a variety of sources.	
CURATE IV.B.2	Learners gather information appropriate to the task by collecting information representing diverse perspectives.	
CURATE IV.B.3	Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.	
CURATE IV.B.4	Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.	
CURATE IV.D.1	Learners select and organize information for a variety of audiences by performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.	
CURATE IV.D.2	Learners select and organize information for a variety of audiences by integrating and depicting in a conceptual knowledge network their understanding gained from resources.	
EXPLORE V.A.1	Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.	
EXPLORE V.A.2	Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.	
EXPLORE V.A.3	Learners develop and satisfy personal curiosity by engaging in inquiry-based processes for personal growth.	
EXPLORE V.C.2	Learners engage with the learning community by co-constructing innovative means of investigation.	
ENGAGE VI.A.1	Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning.	
ENGAGE VI.A.2	Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media	
ENGAGE VI.A.3	Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	

ENGAGE VI.D.2			
	Learners engage with information to extend personal information by reflecting on the process of ethical generation of knowledge.		
Evidence Locker Link	**Mini-Lessons from Evidence Locker**	**Quick Points/ 5 - Minute Lessons from other sources**	
Lens 4 - Access: Evidence Locker Link	Grades 4-5	Finding Credible News From Common Sense Education (with applicable lesson plans.) *you will need to create a free account* Some lessons have quick 15 minute activity links at the top of the lessons	
	Grades 6-8	From The News Literacy Project: Fact Checking information on the web: https://rumors.newslit.org/the-bbc-did-not-report-that-poland-is-sending-troops-to-ukraine/?utm_medium=email&utm_source=gsan&utm_campaign=gsan-may10-2022&emci=19d426d7-cacf-ec11-997e-281878b83d8a&emdi=25aa9b7c-69d0-ec11-b656-281878b8c32f&ceid=10354345	
	Grades 9-12		