Multiple Perspectives

**Essential Understanding:**
A strong argument is one supported by evidence and reasoning.

**Learning Outcome(s):**
- Students will understand that issues may have multiple perspectives that do not elicit a single best answer but propose academic arguments to consider.
- Students will know the intellectual standards against which such arguments are judged.
- Students will be able to assess arguments for validity against a checklist of intellectual standards.

**Common Core Standard(s):**
- W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**IFC Skills:**
- Counts the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.
- Develops own point of view and supports with evidence.
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<tr>
<th>LEARNING/TEACHING ACTIVITIES</th>
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| **Mini Lesson** | Elicit from students how to evaluate information.  
   Ask: Why is point of view the most important evaluative tool for information?  
   *Knowing the author’s purpose provides the context for successfully interpreting and analyzing a resource.*  
   Use IFC Assessment 7.3 as a guide.  
   [http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2806/499963/7.3_Website_Evaluation.pdf](http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2806/499963/7.3_Website_Evaluation.pdf) |
| **Guided Practice** | Display IFC Assessment 5.5 (Modified) and model how to analyze an article with this evaluative tool.  
   Article selected previously through NOVEL Databases or Gale Digital Collections  
   IFC Assessment 5.5 (Modified): Evaluating a source for Point-of-View |
## Grade 12

**Digital Citizenship Strand: Responsibility**

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<th><strong>Learning/Teaching Activities</strong></th>
<th><strong>Resources</strong></th>
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<tr>
<td>Independent Practice/Check for Student Understanding</td>
<td>Students work in small groups or independently to analyze a different article with IFC Assessment 5.5 (Modified).</td>
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<tr>
<td>Sharing/Reflection</td>
<td>Students share out their responses and discuss why IFC Assessment 5.5 is necessary to critically evaluate the point-of-view of an informational resource.</td>
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<tr>
<td>Assessment</td>
<td>IFC Assessment 5.5 (Modified)</td>
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**Follow up/Extensions:**
Use IFC Assessments 12.3: Concept Map and 12.4: Supporting an Opinion to support students in synthesizing multiple perspectives on an issue and deciding on the argument they want to pursue and develop with evidence.

**Common Sense Media:** [http://www.commonsensemedia.org/educators/lesson/collective-intelligence-9-12](http://www.commonsensemedia.org/educators/lesson/collective-intelligence-9-12)