

Focused Inquiry, cont'd

Supporting question 2:

How do informed voters determine the credibility and accuracy of information from media sources that pertain to key issues in our state?

Formative Performance Task

Complete [Appendix B \(pages 53 and 54\)](#)

Notes to Teacher:

1. Ask students if they've heard of "Deepfake" videos. *What might be the purpose of creating a Deepfake video?* Share with them that Deepfake videos are known more formally as a type of "synthetic media." These altered videos usually show real people doing and saying things they never actually did or said.
2. Show the video: "Deepfakes and Democracy: 4 Things to Know Before You Vote." (8 Minutes)
<https://youtu.be/OUSworJiRWg>

Student Task:

1. After watching the video, have students capture their learning using Appendix B. Have students answer: *What did you see that stuck out to you? What did it make you think about? What advice was given?*

Notes to Teacher:

1. Next, ask students what is "confirmation bias"? Share with them that confirmation bias is our brain's tendency to seek out information that confirms things we already think we know.
2. Show the Video: "Why Do So Many People Share and Believe Fake News?" (6 Minutes)
<https://youtu.be/MYT8IWfKcCA>

Student Task:

1. After watching, have students capture their learning using Appendix B. Have students answer: *Why does confirmation bias make us more likely to be fooled by "fake" news?*

Notes to Teacher:

1. Next, display to the class the poster titled [Fearless Fact-Finding](#).

Student Task:

1. Have students explore on the internet at least three of the Fearless Fact-Finding resources listed on the poster.
2. Using Appendix B, have students capture which of the listed Fearless Fact-Finding resources they think will be most useful for voters.

Featured sources:

- Deepfakes and Democracy: 4 Things to Know Before You Vote video, <https://youtu.be/OUSworJiRWg>, Common Sense Media, All rights reserved. Used pursuant to fair use.
- Why Do So Many People Share and Believe Fake News? video, <https://youtu.be/MYT8IWfKcCA>, SciShow Psych, All rights reserved. Used pursuant to fair use.
- [Common Sense Fearless Fact-Finding](#), All rights reserved. Used pursuant to fair use.

Focused Inquiry, cont'd

Supporting question 3:

In a representative democracy, what are a citizen's responsibilities before and after elections?

Formative Performance Task

Complete [Appendix C \(pages 55 and 56\)](#)

Notes to teacher:

1. Have students read the article *What Does "Informed Citizen" Mean Right Now* <https://www.icivics.org/news/what-does-informed-citizen-mean-right-now>
2. As they read, ask students to find the missing part of each sentence from the article.
 - A. *Research has shown that those who are exposed to engaging civic education are more likely _____?*
 - B. *Voting responsibly requires that young people _____ about the candidates and the issues.*
3. Have a class discussion about how voters can hold their elected officials accountable for their campaign promises and decisions while in office.
4. Have students share with three classmates why they think it is important to vote and what are possible consequences to not voting?
5. Remember to keep discussions from being politically driven.

Student Task:

1. Watch the video #FutureVoter | VoteWA.gov | Register to Vote <https://youtu.be/Ax29EBqeg2Y>
2. Using the following websites, have students research how future voters sign up early to vote in Washington state.
<https://www.sos.wa.gov/future-voter-program>
<https://www.sos.wa.gov/sites/default/files/2023-08/ClassroomGuideRegistration.pdf>
3. Using the websites above, have students answer the common questions about registering to vote in Washington state in Appendix C.

Featured sources:

- What Does "Informed Citizen" Mean Right Now, <https://www.icivics.org/news/what-does-informed-citizen-mean-right-now>, iCivics Executive Director, Louise Dubé. All rights reserved. Used pursuant to fair use.
- #FutureVoter | VoteWA.gov | Register to Vote, <https://youtu.be/Ax29EBqeg2Y>, Office of Superintendent of Public Instruction, Public Domain.
- Future Voter Program, <https://www.sos.wa.gov/future-voter-program>, Office of the Secretary of State, Public Domain.
- Classroom Guide to Voter Registration, <https://www.sos.wa.gov/sites/default/files/2023-08/ClassroomGuideRegistration.pdf>, Office of the Secretary of State, Public Domain.

How do voters determine the credibility and accuracy of information?

Source	Question 1 <i>What did you see that stuck out to you? What did it make you think about? What advice was given?</i>	Question 2 <i>Why does confirmation bias make us more likely to be fooled by “fake” news?</i>	Question 3 <i>Which of the fearless fact-finding resources do you think will be most useful for voters?</i>
A: Video “Deepfakes and Democracy: 4 Things to Know Before You Vote”			
B: Video "Why Do So Many People Share and Believe Fake News?"			
C: Fearless Fact-Finding			

FEARLESS FACT-FINDING

A list of trustworthy resources to help you learn what's true (and what isn't!) on the web

Did you find an article, a source, or some other information on the web? Can you tell if it's true, false, or somewhere in-between? Use these trusted fact-checking websites to find more information.

FactCheck.org <http://www.factcheck.org>

Use it when: You need an *in-depth* article related to American politics.

These ad-free, nonpartisan articles address current political issues. But watch out! The articles aren't written for kids, and the site gets *really* in depth! But they're *really* clear about the truth (or falsehood) of what people are saying.

PolitiFact <http://www.politifact.com>

Use it when: You need a *quick look* at a political story, quote, or claim.

The Truth-O-Meter gives a quick look at the truth (or falsehood) of claims from politicians and media outlets. The scale goes from True to Pants-on-Fire, with the option to read more.

Snopes <http://www.snopes.com>

Use it when: You find a myth, meme, or anything else questionable on the web.

This popular fact-checking site is all about internet rumors. From so-called urban legends all the way to politics and news, there's a *lot* here! Be sure to stay focused and don't get distracted.

OpenSecrets.org <http://www.opensecrets.org>

Use it when: You feel like the phrase "*follow the money*" seems like a good idea.

This site tracks the influence of money in politics. It's definitely aimed at advanced readers, but there's lots of interesting info about who's spending money to influence politicians and voters.

Internet Archive: Wayback Machine <https://archive.org>

Use it when: You wish you could turn back the clock on the internet.

This one isn't actually a fact-checking site. *Instead*, it's a tool *you* can use yourself, to fact-check things you find online. Like an internet time machine, this site lets you see how a website looked, and what it said, at different points in the past. You won't find *everything* here, but there's still *a lot* to discover.

Are you a Future Voter?

Visit <https://youtu.be/Ax29EBqeg2Y>, <https://www.sos.wa.gov/future-voter-program>, and <https://www.sos.wa.gov/sites/default/files/2023-08/ClassroomGuideRegistration.pdf>.

Question	Answer
What is the Future Voter program?	
How do I qualify for the Future Voter program?	
How do I sign up for the Future Voter program?	
What if I don't have a driver's license?	
When can I vote or sign a petition?	
What if I turn 18 right before an election?	
What if I move, leave the country, go to college, or join the military?	
Is my information private?	