



Is the information reliable?

Student edition



Purpose for reading: To evaluate the reliability of a text

PAGE 1

Introduction: This lesson will help you examine information in an article to see if it is trustworthy. You will:

- ▶ Use questions to gain information from an article.
- ▶ Examine sources of information for the article.
- ▶ Evaluate or form an opinion about whether or not the article's information is trustworthy.

1. **On your own**, look over the article “Cameras in cars keep watch on teen driving.” What topics do you think the article will talk about?

One of the best ways to understand what you read is to think about what you already know about the subject matter. If, for example, you were going to read an article on bald eagles, you would first want to brainstorm what you already know about their habitat, behavior, etc. This process is called “accessing prior knowledge.” So before you read the article, Step 2 will help you access your prior knowledge of the subject.

2. **As a class**, brainstorm everything you already know about teen drivers. Write a brief list here:

Another way to help you understand what a text is telling you is to look at how the text is organized. Newspaper stories always begin with a “lead” statement — a statement aimed at “leading” readers into the rest of the article. It is designed to grab your attention. The types of lead statements include:

- Impact statement
- Question
- Impression
- Quote

See if you can find examples of at least two different kinds of leads in your copy of USA TODAY.

3. Now, read the first two or three sentences of “Cameras in cars keep watch on teen driving.” What kind of “lead” statement does the article begin with?

4. **As a class**, discuss why you think the reporter began with that kind of lead. Write your ideas here:



Is the information reliable?

Student edition



Purpose for reading: To evaluate the reliability of a text

PAGE 2

- 5. As your teacher reads the article aloud and you follow along, underline or highlight information that will help you fill in the Who, What, When, Where, Why/How of the grid below.
- 6. When you are finished reading, look back at your underlined or highlighted information and fill out the grid with the *key information* from the article.

Who	
What	
When	
Where	
Why/How	

Reporters use quotes from famous people, important experts or eyewitnesses to give their story credibility and make it believable. It is important to look at who is being quoted and decide whether you think the person is trustworthy.



Is the information reliable?

Student edition



Purpose for reading: To evaluate the reliability of a text

PAGE 3

7. In the chart, list those who were quoted and what they said.

Person	Quote

8. **Turn to a classmate** and discuss the following question: Do you think the people or sources quoted can be trusted? Why or why not?

9. **As a class**, offer up your opinions on the reliability of the people or sources quoted in the article.

10. **On your own** and in your own words, write a one- or two-sentence summary of the article.

11. In a complete sentence, give your opinion of the article. Is it reliable? Is it important for people to know the information?

12. **As a class**, discuss why it is important to think about whether or not information is reliable.

Is the information reliable?

Teacher edition

Page 1

Time Requirement:
45-50 minutes

This lesson, which is designed to be done with the class as a whole, will help students analyze an article and evaluate the validity of the information it contains.

Standards:

- ▶ Analyzing words/text (building vocabulary)
- ▶ Identifying main idea/essential message
- ▶ Identifying methods of development (text organization)
- ▶ Analyzing and/or evaluating information
- ▶ Evaluating validity/reliability of information
- ▶ Synthesizing information from a single source

To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.

1. Class share: Solicit a few answers from students. Allow 2 minutes.

2. Allow 3 minutes.

3. “Lead” statements: Read the italicized instructions and verbally define the four types of lead statements before students attempt to find examples in the paper. Allow 10 minutes.

4. Class discussion: Allow 2 minutes.



Is the information reliable?

Student edition



Purpose for reading: To evaluate the reliability of a text

PAGE 1

Introduction: This lesson will help you examine information in an article to see if it is trustworthy. You will:

- ▶ Use questions to gain information from an article.
- ▶ Examine sources of information for the article.
- ▶ Evaluate or form an opinion about whether or not the article's information is trustworthy.

1. **On your own,** look over the article “Cameras in cars keep watch on teen driving.” What topics do you think the article will talk about?

One of the best ways to understand what you read is to think about what you already know about the subject matter. If, for example, you were going to read an article on bald eagles, you would first want to brainstorm what you already know about their habitat, behavior, etc. This process is called “accessing prior knowledge.” So before you read the article, Step 2 will help you access your prior knowledge of the subject.

2. **As a class,** brainstorm everything you already know about teen drivers. Write a brief list here:

Another way to help you understand what a text is telling you is to look at how the text is organized. Newspaper stories always begin with a “lead” statement – a statement aimed at “leading” readers into the rest of the article. It is designed to grab your attention. The types of lead statements include:

- Impact statement
- Question
- Impression
- Quote

See if you can find examples of at least two different kinds of leads in your copy of USA TODAY.

3. Now, read the first two or three sentences of “Cameras in cars keep watch on teen driving.” What kind of “lead” statement does the article begin with?

4. **As a class,** discuss why you think the reporter began with that kind of lead. Write your ideas here:

Is the information reliable?

Teacher edition


Page 2

Time Requirement:


45-50 minutes

5. Model: As you read the article aloud, model what a skilled reader would do by pausing at a few key points and thinking aloud. For example, when you get to a key piece of information that will eventually go on their grid, stop reading and think aloud, "Hmm ... this tells me *who* is involved, I need to underline this." As you get further into the article, pause less so that students have a chance to try identifying key points on their own. Allow 10-15 minutes.

6-7. Grid completion: Guide students through the completion of these two grids. They may work on the grids on their own, in pairs, in small groups or as a whole class. Allow 10 minutes.



Is the information reliable?



Student edition

Purpose for reading: To evaluate the reliability of a text **PAGE 2**

5. As your teacher reads the article aloud and you follow along, underline or highlight information that will help you fill in the Who, What, When, Where, Why/How of the grid below.

6. When you are finished reading, look back at your underlined or highlighted information and fill out the grid with the *key information* from the article.

Who	
What	
When	
Where	
Why/How	

Reporters use quotes from famous people, important experts or eyewitnesses to give their story credibility and make it believable. It is important to look at who is being quoted and decide whether you think the person is trustworthy.

Is the information reliable?

Teacher edition

Page 3

Time Requirement:
45-50 minutes

8-9. Allow 3 minutes.

10-11. Allow 5 minutes.

12. **Class discussion:** If time allows.

13. **Extension:** Students can take this same lesson and independently practice with another article from USA TODAY.



Is the information reliable?

Student edition



Purpose for reading: To evaluate the reliability of a text

PAGE 3

7. In the chart, list those who were quoted and what they said.

Person	Quote

8. **Turn to a classmate** and discuss the following question: Do you think the people or sources quoted can be trusted? Why or why not?

9. **As a class**, offer up your opinions on the reliability of the people or sources quoted in the article.

10. **On your own** and in your own words, write a one- or two-sentence summary of the article.

11. In a complete sentence, give your opinion of the article. Is it reliable? Is it important for people to know the information?

12. **As a class**, discuss why it is important to think about whether or not information is reliable.



As seen in



March 1, 2007

Cameras in cars keep watch on teen driving

By Oren Dorell
USA TODAY

Parents in three Midwestern states will soon know just how good – or bad – their kids' driving is when their children take the car for a spin.

Starting today, American Family Insurance is offering customers with teen drivers free cameras that record what happens when a sudden change in the vehicle's movement occurs.

The cameras record the action inside and in front of the car in 20-second audio-video clips. The clips are then transmitted via cellular technology to DriveCam, a San Diego company that analyzes the clips for risky behavior.

Among things the analysts look for is the response time of the drivers and if they are paying attention to the road.

Parents can receive a report on their kids' driving and view the clips on a home computer.

Automobile accidents are the leading cause of death among U.S. teens, according to the National Highway Traffic Safety Administration.

"At the end of the day, there will be fewer accidents," Rick Fetherston, vice

president for public relations at American Family, said of the new system.

"If I got to the point where I felt I needed a camera in the car to watch over my kids, I shouldn't be letting them drive."

– Philip Sieff, personal injury lawyer

American Family said it will test the system out by offering it for free for one year to 30,000 families in Wisconsin, Indiana and Minnesota. The aim of the pilot program is to see whether the system results in fewer accidents, said Jack Salzwedel, president and chief executive of American Family.

If the system is proven to prevent accidents then customers who volunteer to use it might see their insurance premiums drop, Salzwedel says.

He says his company would not be viewing the videos or individual score cards, unless there is an accident.

Bruce Moeller, president and CEO of

DriveCam, says his company's system is already being used by companies with fleets of vehicles.

"Some of our clients are all touting a 30% to 90% reduction in their risky driver events," Moeller says.

But Philip Sieff, a personal injury lawyer in Minneapolis, has concerns.

"If I got to the point where I felt I needed a camera in the car to watch over my kids, I shouldn't be letting them drive," he says.

American Family tested the system in two high schools in Minnesota and Wisconsin.

Megan Ireland, 17, says the camera caught her stopping too late and taking turns too fast. The student at Prior Lake High School in Savage, Minn., said she didn't like it because she felt it invaded her privacy but has warmed up to the system.

"Now I don't really have a problem with it because it's made me a better driver," she says. "For real."