

T^{*}truth

Educator Resource Guide



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Dear Educator:

The National Liberty Museum is proud to present this collection of educational resources to accompany its exhibition *truth**

On September 9, 2022, the National Liberty Museum opened its newest exhibition, **truth*. The exhibition aims to bring current thoughts, questions, and debates into focus and now, with the help of the Museum's Learning & Public Engagement team, we can bring those same ideas and concepts to your classroom. The materials presented here explore different themes surrounding the concept of truth; What is truth? Where do I find it? How do I know what is true and what is not? These lessons and activities introduce skills in media literacy, research, and understanding historical and social context through artworks. This Educator Resource Guide has been designed for use in the classroom independent of or in conjunction with a visit to the museum and can be modified for different age and ability levels. The guide contains suggested activities and discussion questions designed to examine how we find truth in a post-digital world.

Through a compelling lineup of programs and exhibitions, the National Liberty Museum illuminates both the strength and fragility of liberty—as well as the inspirational stories of people whose positive actions protect and expand the boundaries of freedom for all. The museum is committed to developing well-researched, high-quality programs and educational resources that draw upon the Museum's permanent and temporary exhibitions. In doing so, we empower learners to think critically with an open mind, understand and respect the perspectives of others, and become positive change-makers in their communities.

To learn more about the Museum and other educational opportunities, please visit our website: www.libertymuseum.org. Thank you for incorporating our educational resources into your classroom, we hope you and your students enjoy this Guide.

Sincerely,

Jenna Tshudy
Manager of School Programs

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About the National Liberty Museum

Located in Old City Philadelphia – the cradle of American democracy – the National Liberty Museum (NLM) offers a contemporary perspective on the boldest and most innovative concept in American history: the idea that liberty is – and must be – a shared pursuit if it is ever truly to be “for all.”



Insert photo description here, 2021

About *truth**

At the heart of our social and political divide lie questions of truth – how it is defined, by whom and for what purpose. *truth** uses multiple lenses to bring current thoughts, questions and debates into focus. In an immersive and interactive space built by a community of thinkers and creators, we provide tools to navigate and engage in these critical conversations. With powerful visuals and activities that promote self-reflection and shared experiences, *truth** invites us to consider how the quest for truth opens our minds to new ideas and perspectives, leading us to a more connected and understanding world.

*truth** is accompanied by a series of school and public programs. More information can be found on NLM’s website: www.libertymuseum.org.

Tell Us!

How did you use the lessons and activities in our guide?

Connect with us on social media to share activities in action, or examples of student work!



@libertymuseum



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Lesson Overview

Educator Resource Guide

Contents

Lesson 1: What is Truth?

Lesson 2: Understanding Context

Lesson 3: Identifying Credible Sources

Additional Resources

Targeted Grade Range

Grades 5-8

Learning Standards

(based on Grades 6-8 requirements)

Common Core

English Language Arts: Speaking and Listening

SL.6.1

SL.6.2

English Language Arts: Reading: Informational Text

RI.6.2

RI.6.4

PA Department of Education Standards Aligned System

Arts and Humanities

9.1.8.B

9.1.8.E

9.2.8.A

9.2.8.D

9.2.8.E

9.3.8.A

Business, Computer and
Information Technology

15.3.8.E

15.3.8.I

15.3.8.T

15.4.8.B

15.4.8.L

Social Studies

5.1.6.F

8.4.6.A

8.4.6.C

Essential Question

What is truth and how can we find it?

Goals & Outcomes

Students will be able to...

- Recognize the difference between information, misinformation, and disinformation
- Understand how certain forces (personal experiences, identity, biases) can shape our perceptions of truth and finding truth
- Analyze and interpret the cultural, historical, and social context of an artwork

Students will learn...

- Critical thinking skills that can help inform their decisions
- Productive ways to be curious and skeptical of sources
- Actionable strategies on how to vet a source

Vocabulary

Bias (adj.) Inclination or prejudice in favor of or against someone or something, usually in a way considered to be unfair

Credible Source (n.) A document or other material that is unbiased and is supported with true, convincing evidence and research

Critical Thinking (n.) The ability to analyze and evaluate an issue to form a judgement and guide action

Disinformation (n.) False information deliberately and often covertly spread in order to influence public opinion or obscure the truth

Expert (n.) A person with a high level of specialized skill or knowledge representing mastery of a particular subject

Fact (n.) A piece of information presented as having objective reality

Liberty (n.) The freedom to think and act as you choose while allowing others to do the same

Opinion (n.) A view, judgement, or belief about something or someone

Trust (n.) Confidence in the character, ability, strength, or reliability of someone or something

Truth (n.) The body of real things, events, and facts. The quality of being true

Lesson 1

What is Truth?

Warm-up: Two Truths & a Lie Game

Instructions: As an introduction to this lesson, gather students to play a game of Two Truths & a Lie. Create 3 statements with two of them being factual and one being a lie. Allow students to guess which of the three statements is a lie. Once students have completed the game, lead a discussion about the differences between a truth and a lie.

Guidance: This activity is meant to introduce students to the concept of fact versus fictional statements.

Transition: What is the difference between a truth and a lie?

Discussion 1: Introduction to truth*

Instructions: Now that the students have reviewed and discussed the difference between a truth and a lie, share the key vocabulary from the exhibition. Allow the students to familiarize themselves with the vocabulary as they will refer to it throughout the various lessons in this resource guide. After the students learn the vocabulary, lead a discussion about different types of truth. Ask students to identify examples.

Guidance: This discussion activity allows students the opportunity to explain in their own words the differences between the truth and a lie. It also allows students to share their own perceptions of truth and demonstrate how there are different types of truth.

Discussion 2: What Shapes Our Truth?

Instructions: Ask students the following question: What are the different forces that shape our perception of truth? Allow them to share out as a class and compare. As the students share their responses, keep track of what the most common force is and disclose that with the students once they are finished sharing.

Guidance: Students will discuss what shapes their truth. This activity allows students to recognize what differences and commonalities they have in terms of what forces help drive their truths.

Types of Truth

Objective Truth

Truth dealing with facts or conditions as perceived without distortion by personal feelings or prejudices

Water freezes once it is chilled to a certain temperature.

Subjective Truth

Truth based on a person's individual perspective, feelings, or opinions

*It is freezing cold in this classroom!
(Some people may not be cold.)*

Normative Truth

Truth that prescribes societal norms and values

*In Southeastern Pennsylvania and parts of New Jersey, the term to describe a sandwich made of a long bread roll with meat, cheese and lettuce is called a hoagie.
(Not all people call it a hoagie, in some parts of the country it is collectively named a sub, hero or Italian!)*

Complex Truth

Truth that claims all three types of truth are always true and can be used depending on context

Common Forces

People

Parents, family, friends

Education Level

Highschool, secondary education
(bachelors, masters, doctoral)

Identity

Race, gender, age

Location

Hometown, where you live

Personal Experience

Lesson 2

Understanding Context

Close Looking: *Freedom* by Cao Yong

Instructions: Ask students to view the artwork *Freedom* by Cao Yong, and share their initial thoughts. Ask guiding questions: What do you see? What is the first thing you notice? When do you think this artwork was made? After the students discuss and share their thoughts, share the background information and lead a follow-up discussion. How did the artist's experiences influence his work? What was happening at the time this painting was produced? Have students' perspectives on the artwork changed?

Guidance: This discussion will allow students to use context clues to better understand a piece of visual art, the artist's perspective, and the time period in which it was made.

Art Activity: Your Freedom Piece

Instructions: Lead a discussion with students: What does freedom look like to you? Invite students to create their own artwork using magazine or newspaper clippings, and computer printouts to create their own Freedom collage. Lead a gallery walk through the completed artworks and lead a discussion about what they see.

"I dedicate this painting to the United States of America for its dream of hope when I was entangled in a nightmare of darkness and bitter cold. I dedicate this painting to all people throughout the world who love freedom, democracy, and peace. These ideals are not limited by the boundaries of race, nation, or faith, but unite all of us on earth and light the way to our future."

-Cao Yong

About *Freedom*

Cao Yong is a Chinese American artist who immigrated to the United States from Tibet. Cao Yong began painting at 11 years old and as he grew as an artist, he spent a year alone in the mountains of Tibet and produced various paintings. However, due to the lack of artistic freedom in China, Cao Yong was arrested by Chinese Authorities and his artworks were burned by the Beijing Police. In response, Cao Yong moved to the United States and created this artwork in 2002, following the terrorist attacks of September 11, 2001. This artwork was created to commemorate freedom and the sense of American spirit in response to 9/11. Cao Yong wanted people who view this piece to see American spirit as unyielding and able to rebuild itself through any travesty.

Lesson 2

Understanding Context



Freedom, 2002
Cao Yong
Oil on Canvas

Lesson 3

Identifying Credible Sources

Warm-Up: Whisper Down the Lane

Instructions: As an introduction to the lesson, gather students to play a game of Whisper Down the Lane. Begin with a simple statement or fact such as “It is raining today” and have students pass the statement around by whispering the statement in a classmate’s ear. Once students have completed the game, lead a discussion about what happened when students relayed information “down the lane.” Did the message change? Did anything remain the same?

Guidance: This activity is meant to demonstrate how easily information can be distorted or misconstrued as it is shared.

Transition: Was the original statement true? How do you know?

Discussion: Where Do You Go to Find Truth?

Instructions: Ask students to list or share where they get accurate information and sort them into categories.

Potential Sources

- Adults
- Parents, teachers, experts
- Media
- Newspapers, magazines, tv, radio
- Educational Institutions
- Schools, libraries, museums
- Online
- Journal articles, websites, videos

Transition: How do we know what is or isn’t true?

Activity: Credibility Checklist

Instructions: Introduce the key vocabulary term “credible source” and the CRAAP Test. Once the students understand both, begin the activity. Share a selection of sources on a topic, based on your students’ education level, and ask the students to evaluate each source using the CRAAP Test. The students should evaluate each source and place them into three different categories: 1. Looks Safe 2. It’s Complicated, and 3. Red Flag. Have the students explain why each source is either safe, complicated, or no good.

Credibility Categories:

Looks Safe – All the credibility landmarks check-out and this source looks like it contains reliable information.

It’s Complicated – Some of the credibility landmarks are there and some are missing. This source could be credible but needs more investigators.

Red Flag – This source is missing most of or all the credibility landmarks and does not seem reliable.

Print the Icons
Below to use in
the classroom!



Lesson 3

Identifying Credible Sources

CRAAP Test

C – Currency *The timeliness of the information*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

R – Relevance *The importance of the information for your needs*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?

A – Authority *The source of the information*

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as publisher or email address?
- Does the URL reveal anything about the author or source?

Note – to help answer Authority and Purpose questions, check out a website's About page.

A – Accuracy *The reliability, truthfulness, and correctness of the content*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

P – Purpose *The reason the information exists*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

Note – to help answer Authority and Purpose questions, check out a website's About page.

Guidance: As most research is done through the internet, the CRAAP Test is a great resource used to evaluate online source's authenticity and credibility.

The CRAAP Test was created and credited to Central Michigan University Researcher, Rebecca Hill Renirie.

Additional Resources

Sources

CRAAP Test. (August 24, 2022). Website Research: CRAAP Test. Retrieved September 20, 2022, from https://libguides.cmich.edu/web_research.

Yong, C. (n.d). About Freedom. Retrieved August 24, 2022, from <https://caoyong.us/ArtPrintHtmlCN/FreedomNewArtPrint.php>.

Additional Resources:

[Educators Resource Library – News Literacy Project](#)

[Is it Legit? Five Steps for Vetting a News Source – News Literacy Project](#)

The News Literacy Project is a nonpartisan nonprofit educational organization aiming to advance the practice of news literacy throughout the country. Through its efforts, the goal is to create better informed, more engaged, and more empowered individuals, thus ultimately establishing a stronger democracy. The News Literacy Project offers resources for all people, including educators. The Educator Resource Library provides classroom resources for grade levels 4-12 including posters, quizzes, training materials and videos for educators wishing to incorporate news literacy in their classrooms. The infographic Is it Legit? Five Steps for Vetting a News Source is a great one-page tool that can be used as students attempt to evaluate sources for their credibility either on their own or in the classroom.

[Heterodox Academy](#)

Heterodox Academy is a nonpartisan nonprofit organization that works to improve the quality of research and education in secondary education institutions by embracing open inquiry, viewpoint diversity, and constructive disagreement. Their community is comprised of more than 5,000 professors, educators, administrators, and students from a range of secondary education institutions throughout 49 states and across the globe. Heterodox Academy offers various tools and resources that can be implemented in the classroom including classroom curricula, guides and how-to's, and recommended books, readings and videos.

[PEN America: Knowing the News](#)

Founded in 1922, PEN America is a nonprofit organization with a purpose to protect free expression worldwide. With a mission to unite writers and their allies to celebrate creative expression and defend the liberties that make it possible, PEN America offers various resources for writers and their allies in the modern world, including but not limited to grants and fellowships, an emergency fund, community workshops, and translation resources. The organization also offers great resources that can be utilized in the classroom. Knowing the News: A Media Literacy & Disinformation Defense Project is a series of virtual media literacy activities including tip sheets, videos, and workshops that will offer students knowledge and skills to uncover and defend themselves against disinformation.