Proof Before Publish

Evaluate, credit, and use information responsibly.

10.R.1.H "Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each action Imani takes to check, credit, protect, or get permission for a source. Circle each detail that shows why she does not automatically trust information.

Reporting on School-Area Traffic

1. When the student newspaper planned an article about noise near the school, reporter Imani began with the city transportation website and two interviews. The website listed traffic counts from a recent study, while a bus driver described how the morning route had changed. Imani recorded the web address, publication date, interview date, and each person's role. She did not treat the driver's experience as proof of every student's experience. Instead, she looked for a second source, a local university report, to compare patterns. Her notes separated facts, quotations, and her own ideas for the article.

2. Later, Imani used an AI tool to brainstorm questions for a follow-up interview. Before typing, she removed names from private student comments because its privacy policy did not clearly explain how that information would be stored or used. The tool suggested that traffic counts rose by 40 percent each year. Imani checked the city study and found no such claim. She rejected it rather than repeating it. In her draft, she credited the city website and university report, identified the bus driver as an interview source, and wrote that AI helped generate questions, not evidence.

3. Imani also found a dramatic photograph of crowded traffic on a public social media account. The post had no location, date, or permission statement. Although the image matched her topic, she did not download it for the newspaper. She asked the account owner whether the photo was theirs, when and where it was taken, and whether it could be published. She planned to use it only if the answers were reliable and permission was clear. Otherwise, she would choose a properly licensed image and write a caption naming its creator.

PART 3 PRACTICE PACKET: ORIGINAL FICTIONAL CLASSROOM RECORDS

Source and date	Record	Use/limit
A: Traffic coordinator log, 9 October 2026	One sampled Tuesday: 12 cars at 8 a.m.; another: 18.	Author: classroom traffic coordinator. No yearly data.
B: Pupil interview note, 9 October 2026	A pupil said the morning queue felt longer.	Consent: anonymous paraphrase for class use only; do not publish name.
Simulated AI output for checking	Traffic counts rose 40 percent every year.	Generated claim; not a verified source.

2 ANSWER WITH EVIDENCE

Use the passage

1. What information did Imani record about her sources, and how would those details help her readers?

2. Why did Imani reject the AI tool's claim about traffic counts?

3. How did Imani protect private information when using the AI tool?

4. What two conditions did Imani set before using the social media photograph?

3 YOUR TURN

Your own words

Choose a claim for a short school news post. In 4 to 5 sentences, explain which two sources you would use, what details you would record, how you would use or avoid AI, and how you would handle an image or quote ethically. Then actually use the supplied fictional packet. Read A and B; write a two-sentence school-news note paraphrasing one finding from each with its source label and date. Record whether the simulated AI claim is supported and cite the relevant limit. Apply B's consent by omitting the pupil's name. Explain one restriction on sharing the note. Use another sheet if needed; no live AI account or real private information is involved.

ANSWER KEY

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GRADE 10 · 10.R.1.H

PART 1 · READ AND MARK

Underline each action Imani takes to check, credit, protect, or get permission for a source. Circle each detail that shows why she does not automatically trust information. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What information did Imani record about her sources, and how would those details help her readers?	**She recorded the web address, publication date, interview date, and each person's role. These details help readers identify and evaluate where the information came from.**
2	Why did Imani reject the AI tool's claim about traffic counts?	**She checked the city study and found that it did not support the claim, so the AI output was not reliable evidence.**
3	How did Imani protect private information when using the AI tool?	**She removed names from private student comments before entering information because the tool's privacy policy was unclear.**
4	What two conditions did Imani set before using the social media photograph?	**She needed reliable information about the photo's source, date, and location, and clear permission to publish it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For a post about the new recycling bins, I would use the school's facilities manager and the district waste plan. I would record each source's name, role or publisher, date, link or interview date, and exact quotations. I might ask an AI tool to suggest interview questions, but I would not use its claims until I checked them against my sources, and I would not enter private student information. I would use a district photo with stated permission or a Creative Commons image that allows reuse, then name the creator in the caption.

Completed packet operation: Coordinator log A (9 October 2026) records 12 cars and 18 cars on two sampled Tuesdays. Anonymous interview B (9 October 2026) reports that one pupil felt the queue was longer. Check result: reject the simulated yearly 40-percent claim because A contains only two samples, not yearly data. I omitted the pupil's name and kept the note for class use as B permits; these records do not establish every pupil's experience.

Accept equivalent descriptions of checking reliability, protecting privacy, giving credit, and obtaining permission. In Part 3, look for two identifiable sources, source-recording details, responsible AI limits, and ethical treatment of an image or quotation. For the added operation, inspect the actual two-source paraphrase/credit, dated records, AI-check result grounded in A's limit and applied anonymous/class-only permission from B. Future plans alone are incomplete. Packet facts are explicitly fictional and do not authenticate a real traffic study; no live AI use or public posting is required.