Trace Before Trust

Evaluate sources, disclose AI use, and protect people.

11.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 source or piece of evidence Jalen uses. Circle each action that makes his research more responsible.

Reporting on Hot Bus Rides

1 When the school newspaper investigated whether summer heat was changing bus rides, reporter Jalen began with sources that could be traced. He downloaded temperature records from the National Weather Service and checked the district transportation office's public route-delay notices. The records showed dates and measurements, while the notices documented when buses arrived late. Jalen also interviewed two drivers, asking permission to quote them by name. He kept a source log with links, publication dates, contact information, and notes about what each source could support. A social media post claiming buses were melting gave him an idea, but not evidence.

2 To understand a long technical report, Jalen asked an AI tool to make a summary and list questions for follow-up. He treated that output as a starting point, not a source. The tool incorrectly said that every delayed bus ride occurred above 95 degrees, so Jalen returned to the original records and found delays on cooler days as well. He did not paste student names, driver phone numbers, or unpublished interview notes into the tool. In his draft, he credited the weather records, district notices, and interviews. He also stated that AI helped organize questions, allowing readers to judge its limited role.

③ Before publication, Jalen compared each major sentence with his log. A chart used district delay notices, so its caption named the office and linked to the data page. A quotation from a driver was checked with that driver for accuracy and context. Jalen removed a photograph that a student had sent because he could not confirm who owned it or whether the people pictured had agreed to publication. His final article distinguished measured data from personal experience and linked readers to the original materials. Responsible research meant more than collecting information. It meant making his evidence, choices, and limits visible.

PART 3 EVIDENCE PACKET: ORIGINAL FICTIONAL CLASSROOM RECORDS

Source/date	Record	Credit and limit
A: Bus monitor log, 9 October 2026	Two sampled rides were delayed: one at 90°F, one at 98°F.	Credit the classroom bus monitor; only two rides, not a cause study.
B: Driver interview note, 9 October 2026	A driver said road work slowed one sampled ride.	Anonymous paraphrase permitted for class use only; no name or public sharing.
Simulated AI claim	Every delayed ride occurred above 95°F.	Generated practice claim; check against A rather than trust it.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Jalen's source log help him use sources responsibly? Name two kinds of information the log included.

2. What false claim did the AI tool make, and what did Jalen do to check it?

3. Why did Jalen avoid entering student names, driver phone numbers, and unpublished interview notes into the AI tool?

4. Describe one way Jalen credited a source and one way he handled a photograph ethically.

3 YOUR TURN

Your own words

Choose a claim you might publish about a school or community issue. In exactly two sentences, explain which two traceable sources you would use and how you would credit or link them, then explain one way you could use AI while protecting privacy and checking its output. Then actually read the supplied fictional records A and B. Write a two-sentence attributed note using a finding from each with label/date. Check the simulated AI claim against A and record the counterexample; apply B's anonymous/class-only permission and explain that limit. Use another sheet if needed. No real personal information, live AI account or public posting is involved.

ANSWER KEY

Trace Before Trust

GRADE 11 · 11.R.1.H

PART 1 · READ AND MARK

Underline each source or piece of evidence Jalen uses. Circle each action that makes his research more responsible. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Jalen's source log help him use sources responsibly? Name two kinds of information the log included.	**It helped him trace and check sources. It included links, publication dates, contact information, and notes about what each source could support.**
2	What false claim did the AI tool make, and what did Jalen do to check it?	**The tool said every delayed ride occurred above 95 degrees. Jalen checked the original records and found delays on cooler days too.**
3	Why did Jalen avoid entering student names, driver phone numbers, and unpublished interview notes into the AI tool?	**He protected private personal information and unpublished material.**
4	Describe one way Jalen credited a source and one way he handled a photograph ethically.	**He named the district office and linked to its data page in the chart caption. He removed the photograph because he could not confirm ownership or permission from the people pictured.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For a report on whether the library needs longer weekend hours, I would compare the library's posted attendance statistics with a survey I conduct with permission, and I would name and link both sources in my article. I could ask an AI tool to suggest survey questions without entering student names, then check any summary or claim against the attendance data and survey responses.

Completed packet note: Classroom bus monitor A (9 October 2026) records a delayed ride at 90°F and another at 98°F. Anonymous interview B (9 October 2026) reports that road work slowed one ride. Verification: A's 90°F delay refutes "every delayed ride above 95°F"; these two observations do not prove why delays occur. I omitted the driver's name and kept this paraphrase for class use as B permits.

Accept equivalent answers that accurately identify Jalen's verification, attribution, privacy, consent, and disclosure practices. For Part 3, look for two identifiable sources, clear crediting, a privacy safeguard, and a plan to verify AI output. Require the actual attributed two-source note, recorded counterexample and applied anonymous/class-only permission. The 90°F delay is below 95°F, so it refutes the simulated universal claim; neither record proves a heat cause. The two-sentence future plan remains useful preparation but alone is incomplete. Packet records are invented classroom practice, not authenticated district measurements.