Proof Before Publish

Evaluate sources, verify AI output, and give proper credit.

9.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 three actions the students take to use information responsibly, circle details that help judge a source's evidence, and number the steps taken after the AI tool gives unsupported information. These marks show how researchers check, credit, and protect sources and people. Use the supplied Source Card A for Question 5.

A Podcast With Proof

1 When Maya's class planned a podcast about hotter schoolyards, the team began with a question: Do trees lower temperatures near their building? A search result led them to a city climate report, a university study, and a neighborhood blog. They opened each source instead of trusting its preview. The report explained how its temperature readings were collected, and the study named its researchers and publication date. The blog offered useful observations from residents, but it did not show data or links. The team decided the blog could suggest interview questions, not prove that trees changed local temperatures.

2 For a background section, Jordan asked an AI tool to summarize the university study in plain language. The first response sounded confident, yet it included a statistic that did not appear in the study. Jordan checked the original article, removed the unsupported number, and rewrote the summary after reading the methods. The group cited the university study for the information, not the AI response. They also kept a note of the tool, the date, and how it helped, because their teacher required disclosure of AI assistance. AI can help generate a starting point, but people must verify its output before sharing it.

③ While designing the podcast webpage, the students found a dramatic photo of a dry playground on a search engine. Because a search result does not grant permission, they found the image's original page and read its license. The license allowed reuse with credit, so they placed the photographer's name, the image title, the website, and the license near the photo. For a chart, they used their own temperature measurements and labeled the dates and locations. Before publishing, they removed classmates' names from interview recordings unless each person had agreed to be identified. Responsible research protects both evidence and people.

SOURCE CARD A: SCHOOLYARD OBSERVATION CARD

Field	Information
Creator / date	Lesson Maker Pro / 2026
Source type	Fictional classroom data; created for this worksheet
Method	One reading at each location at noon on one day
Shaded bench area	27 degrees C
Sunny bench area	31 degrees C

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did the team treat the city report and university study differently from the neighborhood blog?

2. What did Jordan do when the AI response included a statistic that was not in the study?

3. Which source did the group cite for information from the summary, and what did they record about the AI tool?

4. What did the students do before using the playground photo, and what credit did they provide?

5. Check this draft claim against Source Card A: “Trees always lower every schoolyard temperature by 10 degrees C.” Write a corrected finding in your own words, using a specific card detail. Credit the card’s creator, title and year, and identify the information as fictional classroom material.

3 YOUR TURN

Your own words

Choose a claim for a school media project. In 4 to 5 sentences, name two sources you would use, explain how you would check them, describe how you would handle any AI help, and explain how you would credit or get permission for one image, recording, or other media item.

ANSWER KEY

Proof Before Publish

GRADE 9 · 9.R.1.H

PART 1 · READ AND MARK

Underline three actions the students take to use information responsibly, circle details that help judge a source's evidence, and number the steps taken after the AI tool gives unsupported information. These marks show how researchers check, credit, and protect sources and people. Use the supplied Source Card A for Question 5. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did the team treat the city report and university study differently from the neighborhood blog?	**The report explained its data collection, and the study named researchers and a publication date. The blog had observations but no data or links, so it could suggest interview questions but not prove the claim.**
2	What did Jordan do when the AI response included a statistic that was not in the study?	**Jordan checked the original article, removed the unsupported statistic, and rewrote the summary after reading the methods.**
3	Which source did the group cite for information from the summary, and what did they record about the AI tool?	**They cited the university study. They recorded the AI tool, the date, and how it helped.**
4	What did the students do before using the playground photo, and what credit did they provide?	**They found the original page and read the license. They credited the photographer, image title, website, and license.**
5	Check this draft claim against Source Card A: "Trees always lower every schoolyard temperature by 10 degrees C." Write a corrected finding in your own words, using a specific card detail. Credit the card's creator, title and year, and identify the information as fictional classroom material.	**The claim is unsupported: the fictional readings differ by 4 degrees C at two locations on one day. They neither show a 10-degree difference nor prove that trees alone caused it, and they do not establish an always/every rule. Credit: Lesson Maker Pro, Schoolyard Observation Card, 2026; fictional classroom source card.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For a project about later school start times, I would use our district's transportation report and a peer-reviewed sleep study from a university library database. I would check each author, date, evidence, and purpose before using its claims. I might ask an AI tool to help me list questions, but I would verify every answer in the original sources and disclose the tool's use. I would cite both sources in my credits. If I used a student interview recording, I would get that student's permission before publishing it.

Accept answers that distinguish evidence-based sources from unsupported material, require verification of AI output, and include accurate attribution, licensing, or consent. For the open task, accept varied source choices when the student explains concrete checking, disclosure, and credit or permission steps. For Question 5 inspect the completed corrected finding and actual attribution, not a plan to verify later. Accept accurate paraphrases with the card's scope preserved and a clear creator/title/year credit. The card is an original fictional teaching source supplied here, separate from the narrative's described sources; it is not a real survey, official notice or scientific study. No live website, AI tool or personal information is needed.