

FAKE NEWS

Do you think your students could spot fake news or would they be fooled? This lesson will help them analyze the problems and consequences of the spread of fake news and identify ways to avoid fake news in social and academic settings.

Kansas College and Career Ready Standards for ELA:

- Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Literacy.CCRA.R.8 Delineate and evaluate argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

Materials needed for each student:

- **Homepage of Slate.com page**
- **Fukushima Nuclear Flowers page**
- **Evaluating Sources pages (2 pages)**
- **Media Bias Chart**
- **Pencil**

Program Connection Information

Please use an external microphone (conference style) rather than the integrated one in the computer for the audio for your class and locate it centrally in the room. It can be difficult for the Greenbush teacher to hear the students using the computer microphone and therefore it reduces the interactive nature of the lesson. It is fine to use the computer webcam for your video source.

All classes will take place using Zoom desktop video. If your building is already set up to use a desktop video application with a computer, simply open a browser and enter <https://zoom.us/j/3662120241> in the URL space. You may need to download Zoom launcher software (free download) if you don't already have it. This needs to be done in advance of the lesson.

If using a Polycom video conferencing unit (or any legacy type video conferencing unit) to connect to a ZOOM conference, make sure the unit is in "encrypted mode" then dial the following IP on the internet: 162.255.37.11 or 162.255.36.11 and once connected, they will ask for a MEETING ID: enter 3662120241 (for Sharon at Science Center).

It's always a good idea to touch base with your district technology facilitator prior to your program to make sure all systems/equipment are in place and operational and that there aren't any firewalls in place that might prevent you from connecting to Zoom.

Once you connect, you will enter a Zoom waiting room. Your Greenbush teacher will admit you into the final meeting room.

If you have questions, please call Sharon Bertolio at Greenbush, 620-724-6281, or email at sharon.bertolio@greenbush.org (best method of contact).

1. This **is** / **is not** (circle one) an advertisement because _____

2. This **is** / **is not** (circle one) an advertisement because _____

3. This **is** / **is not** (circle one) an advertisement because _____

Here is the home page of Slate.com. Some of the things that appear on Slate.com are news stories, and others are advertisements.

We know you've got a story.

GOTHAM WRITERS

SAVE \$20
USE CODE: SAVE20
LIMITED TIME ONLY

Should California Stop Growing Almonds?

The nut has been vilified for drinking up the state's water supply. It doesn't deserve such a bad rap.

By Eric Holtzhaus

Slate

MOST RECENT

SEE ALL >

24M AGO - JORDAN WEISSMAN - 1M TO READ
Forget Steak and Seafood: Here's How Welfare Recipients Actually Spend Their Money

30M AGO - BEN MATHIS-LILLEY
Buckingham Palace Guard Falls Over (Video)

45M AGO - L. BRADLEY & A.M. LINDEMANN - 2M TO READ
When Is Cheryl's Birthday? Solving a Logic Problem That Quickly Spread Around the World.

When Is Cheryl's Birthday?

A simple chart that explains the logic problem that spread around the world.

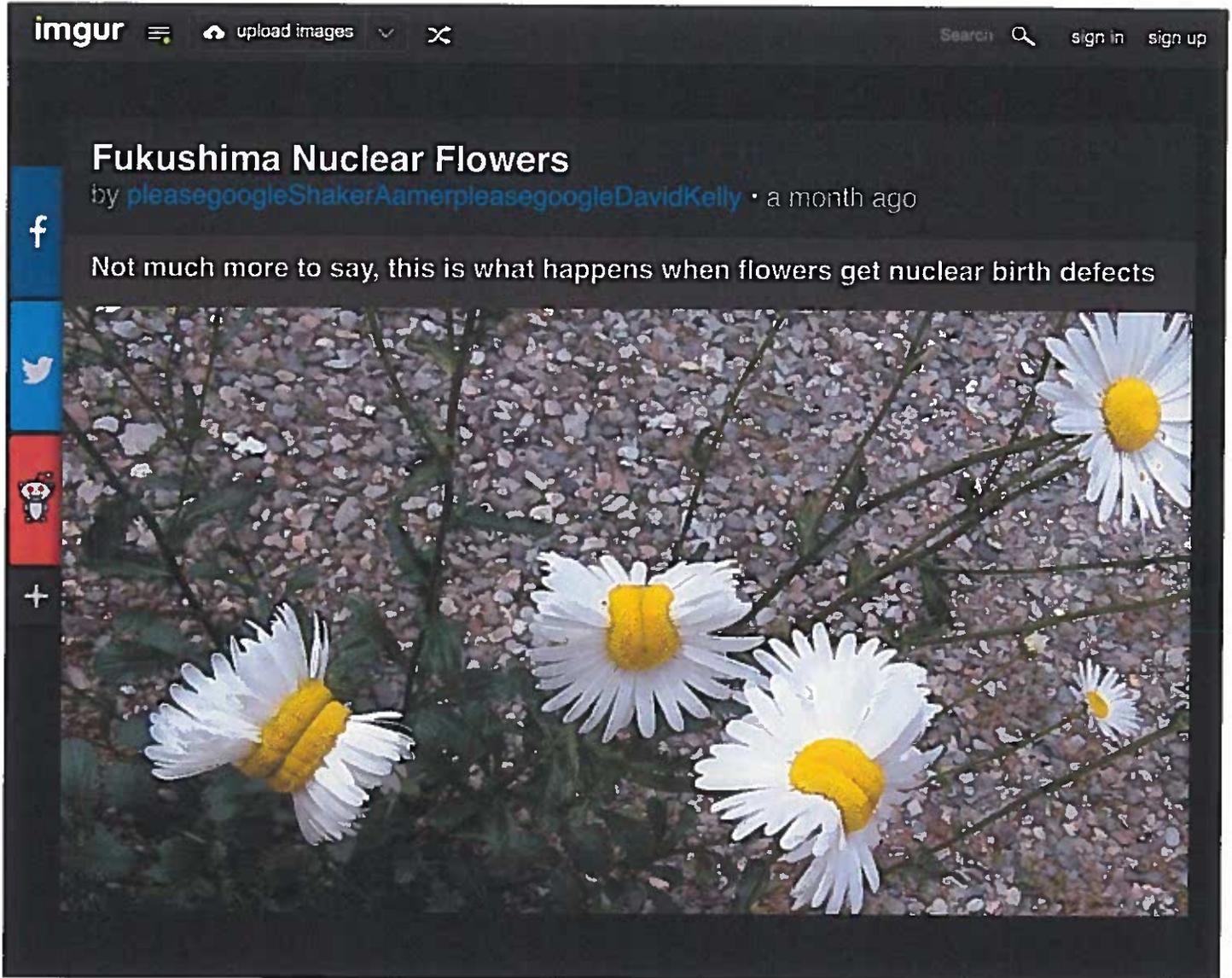
By Laura Bradley and Marie Lindemann

SPONSORED CONTENT

The Real Reasons Women Don't Go Into Tech

right here **slow**
slow-watches.com

On March 11, 2011, there was a large nuclear disaster at the Fukushima Daiichi Nuclear Power Plant in Japan. This image was posted on Imgur, a photo sharing website, in July 2015.



Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant? Explain your reasoning.

Name _____

Evaluating Sources

1. **Historical Question:** Who was present at the signing of the Declaration of Independence?

Source 1: Hollywood movie about the American Revolution made in 2001.

Source 2: Book written by a famous historian who is an expert on the American Revolution, published in 1999.

Which do you trust more? Why?

2. **Historical Question:** What was slavery like in South Carolina?

Source 1: Interview with former slave in 1936. The interviewer is a black man collecting oral histories for the Federal Writers' Project.

Source 2: Interview with former slave in 1936. The interviewer is a white woman collecting oral histories for the Federal Writers' Project.

Which do you trust more? Why?

3. **Historical Question:** What was the layout of the Nazi concentration camp Auschwitz?

Source 1: Interview with 80 year-old Holocaust survivor in 1985.

Source 2: Map of concentration camp found in Nazi files.

Which do you trust more? Why?

4. Historical Question: Why were Japanese Americans put in internment camps during WWII?

Source 1: Government film explaining internment from 1942.

Source 2: Government report on Japanese Internment from 1983 based on declassified government documents.

Which do you trust more? Why?

5. Historical Question: Did American soldiers commit atrocities during the Vietnam War in 1969?

Source 1: Sworn testimony by American Sergeant in Congressional hearings in 1969.

Source 2: Speech by American General touring the United States in 1969.

Which do you trust more? Why?

6. Historical Question: What happened at the Battle of Little Bighorn?

Source 1: High school history textbook from 1985.

Source 2: Newspaper account from the day after the battle in June 1876.

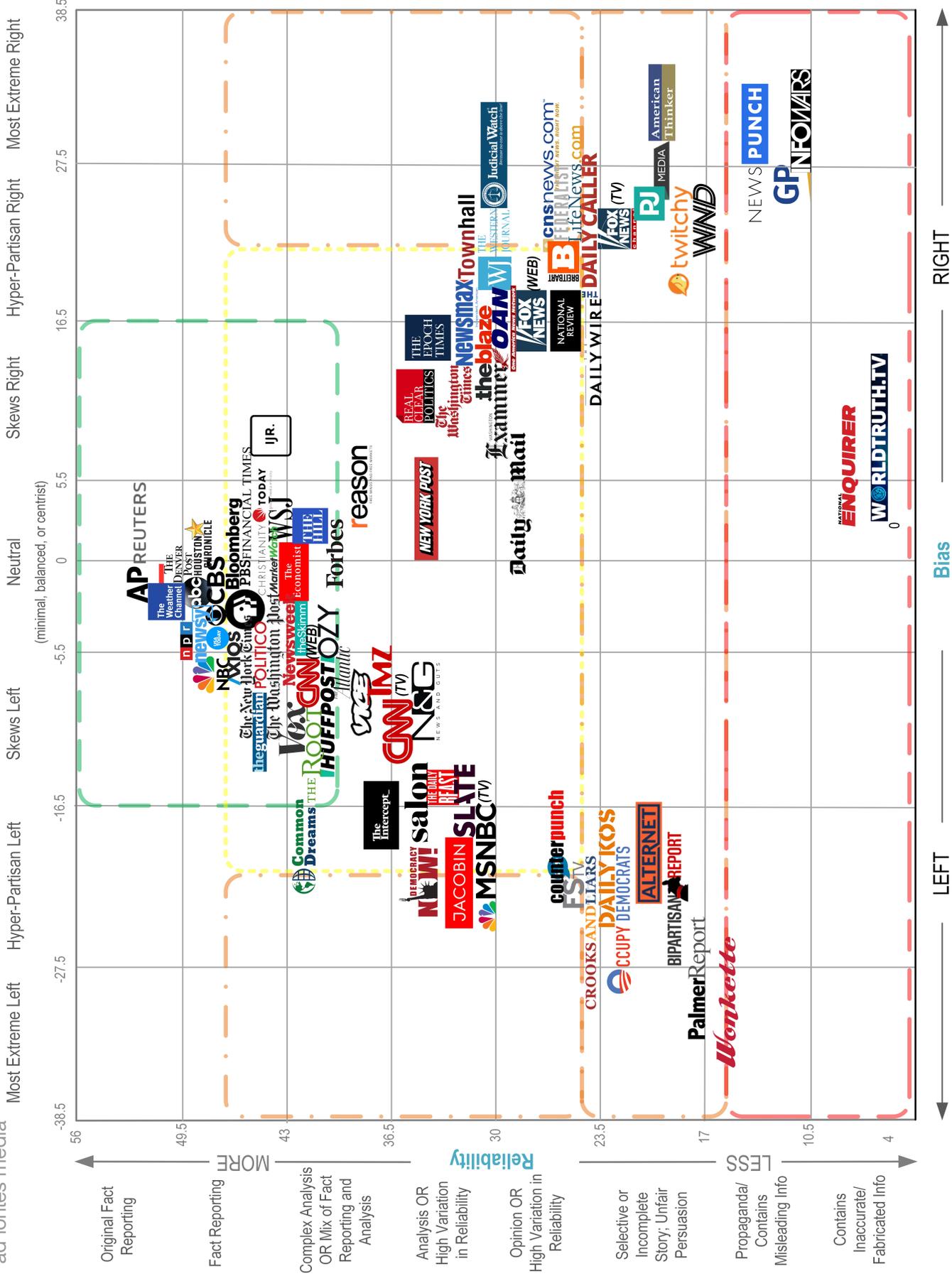
Which do you trust more? Why?



ad fontes media

The Media Bias Chart®

Version 6.0



Type Key

- Most Reliable
- Mixed Reliability
- Somewhat Unreliable
- Unreliable

Articles rated on a scale of 0-64 for reliability and -42 to +42 for bias.

Overall source scores reflect weighted average of article scores and shown on truncated scale.

Some sources moved up to +/-2 units for viewability

For precise scores, article data, and more sources, go to adfontesmedia.com

June 2020

Additional Lesson Resources

Fake News



RATIONALE:

There have been many “fake news” controversies during the US presidential election and in the aftermath of the European Union referendum in the UK. This lesson has been produced to provide students with the necessary skills to navigate the potential hazards of “fake news” and media manipulation.

KEY CONCEPT:

Fake News

KEY WORDS:

Mass media, newspapers, means, channels, credible, methods, false, genuine, exploitation, falsification, prolific, bogus, deception, impressionable, engagement, ad revenue, incentive, unethical, viral, yellow journalism, disseminate, echo chamber, truth, lies, misinformation, inform, vested interests, victims and misreporting.

SUBJECT AREA RELEVANCE:

Social studies, citizenship, journalism, language and literature

ANY PRIOR LEARNING NEEDED:

It would be preferable for the students to have some media literacy skills, so that they have had experience of navigating and interacting with the media.

LEARNING INTENTION:

To gain an understanding of what fake news is and to consider where, when and why the media might be doing it.

SUCCESS CRITERIA:

- Students will analyze the problems and potential consequences associated with the spread of fake news.
- Students will understand what “fake news” is and identify strategies for differentiating real and fake news.

STRATEGY USED:

Choosing corners, Venn diagram, diamond ranking

1. Identify The Concept:

Some of the key areas to investigate within and around the concept of media manipulation are the following:

- Social media
- Journalism
- Propaganda
- Incentives
- Being impressionable

Concepts are the foundations of thinking. Dialogue will give you a really nice insight into your students' beliefs, questions and misconceptions.

2. Challenge The Concept (Cognitive Conflict):

Questions for students

Continue through all of the questions for older students, for younger children stop where you feel appropriate.

- What is news?
- Where do you get your news?
- Does news cause more positive effects or negative? Why?
- How can we determine if something is real or fake?
- Does misreporting something make it fake?
- Is getting the age wrong of the boy who got lost in the Australian outback an example of fake news?
- Is getting the fact that he was wandering around on wasteland a mile from his house rather than deep into the outback an example of fake news?
- Why do you think there is growing concern about fake news?
- What happens when fake news spreads?
- What can you tell me about the statement, 'fake news, real consequences'?
- What might be the consequences of fake news going viral?
- What are potential consequences when fake news goes viral?
- Do you think you could spot fake news or would you be fooled? Why or why not?
- What media literacy skills do students need to evaluate the reliability of a news source?
- How can you be sure that the news you consume is true?
- How do you think fake news could influence individuals' beliefs?
- Why might it be in someone's interest to have fake news reported?

3. Construct Understanding:

Activity 1: Choosing corners

This structure uses the four corners of a room, the focus isn't on opinion; rather, it is on giving reasons for a choice.

Question to discuss:

Where do you get the majority of your news?

Explain that we are able to get our news from a variety of sources.

Read the four signs placed in the corners of the room as follows:

- Social Media (Instagram, Twitter, Facebook, SnapChat, YouTube)
- Written Online News Website/ Newspaper/ Magazines
- Television or Radio Broadcasted News
- Friends and Family



Clarify any questions students may have about the categories. Give your students thinking time to make their choice. Encourage them to move around the room, considering each option. Then ask them to go to their chosen corners and share with others who have chosen the same corner why they have made that particular choice. If there are a large number of students in the same corner then they could split into pairs or threes. After a short while, you should invite a spokesperson from each group to explain their thinking. As each group does this, draw attention to the similarities and differences of the reasons given. Particularly highlight any contradictions or inconsistencies.

Questions to explore-

- Why do they like using that news source?
- How often do you access the source? Is it always intentional or do you just come across it?
- What are some of the limitations/negatives of that news source?

Have each corner group designate one person as the spokesperson to report back to the rest of the class what they discussed in their groups.

EXTENSION

Repeating the Choosing Corners activity again

- Which type of news source is most reliable?
- Which type of news source is most trustworthy? (e.g. Most people trust their families. Does trustworthy = reliable?)
- Which type of news source is most entertaining?
- Which news source has the greatest influence?
- Which news source has the greatest global reach?
- Which news source is most likely to be influenced by a person or group of people?
- Which news source is the most likely to be independent of any other influences?

PREVIEW

In so far as possible, involve your students in creating the Learning Intentions and Success Criteria. One effective way to do so within this lesson is allowing your students to preview new subject matter by asking them to bring in some examples of news articles from various sources; this could be cut from newspapers/magazines, printed from online sources or even transcripts, they can then use these resources within the next activity.

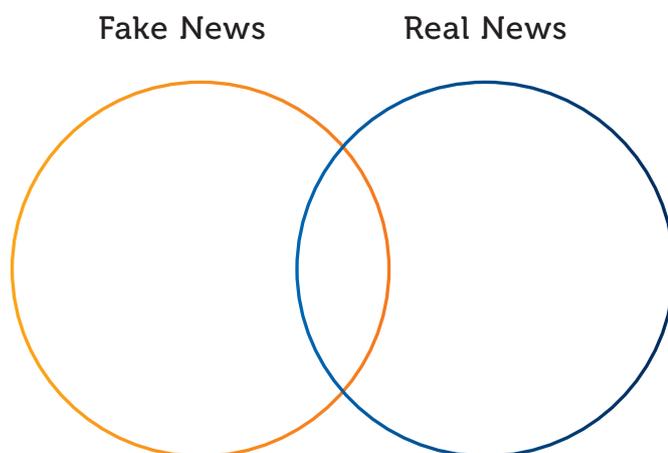
Activity 2: Venn diagram

The use of a visual tool such as the Venn diagram contributes to the engagement, depth and flow of dialogue. This is because Venn diagrams make thinking visible. They also help your students to be more aware of their thought processes, and shows you how much they have understood key features of a concept or idea.

Working in small groups using a Venn diagram will help students distinguish between two (or more) inter-related concepts. Here, you can use a Venn diagram to draw distinctions between **Fake News** and **Real News**. It is often useful to use hoops as the Venn diagram, this allows the activity to be kinaesthetic, visual and collaborative.

Using examples of news articles, from various sources, ask the students to consider where they may place them, if the cards fit into more than one hoop, demonstrate that the hoops can overlap to accommodate 'shared' cards and characteristics.

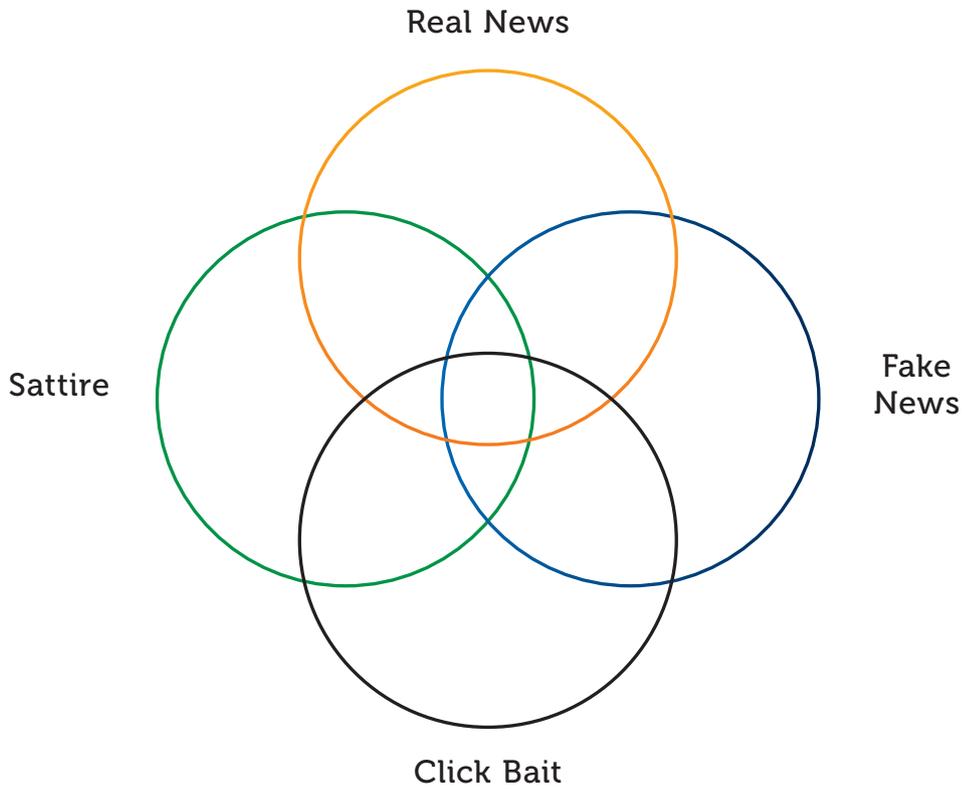
If your students disagree with a placement of a card/s encourage them to justify and give reasons for their choice.



SIMPLIFICATION / EXTENSION:

To extend the activity further you could give the students one or two more categories to sort the cards into- **Click Bait** and **Satire**.

For this extension activity add additional examples or news articles, which will provide more examples for the students to sort and classify.



Activity 3: Diamond ranking

The diamond ranking strategy encourages active participation. It will help your students to prioritise information, clarify their thoughts and create reasons and reflections.

Stimulus to create Criteria-

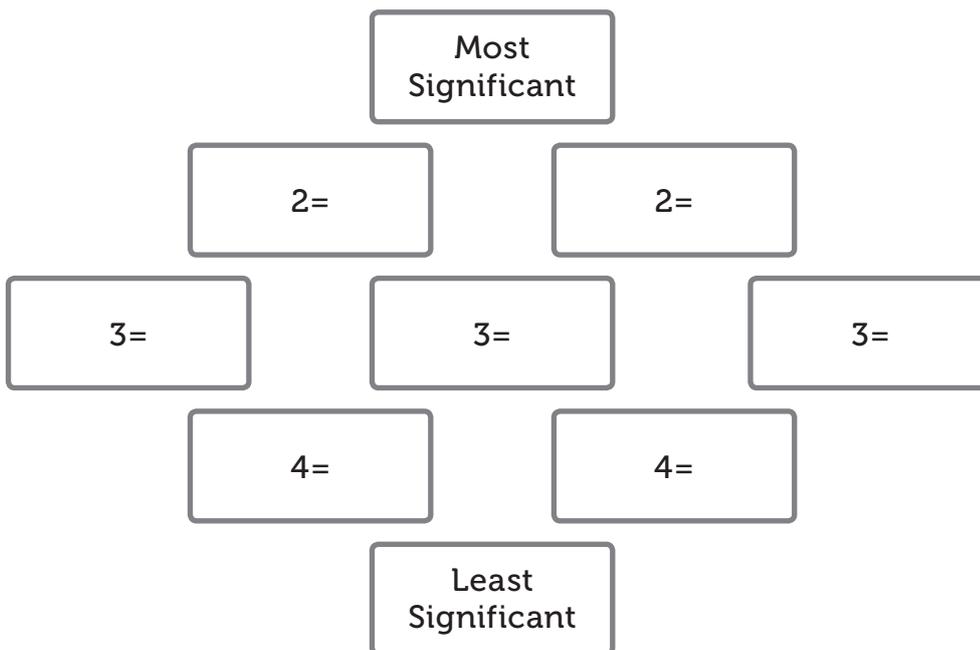
Strategies to help use detect fake news

Ask your students to generate some ideas of what they might look out for when assessing if a news article is fake. Make sure they write each idea onto a separate piece of paper. Generally speaking, there would be nine

slips of paper for a diamond rank although for some groups it might be more appropriate to go for just four slips.

Now ask your students to place the idea they think is most important at the top. In this scenario, that would be the strategy that is most likely going to help them distinguish a fake news article from a real one. The next two most important should be placed underneath the first one but side-by-side to each other to show they are thought of as 'second equal'. After that, there are three third-equals, two fourth-equals

and then the single least important one at the bottom, as shown in the Figure below.



SIMPLIFICATION / EXTENSION:

Alternatively, instead of your students creating their own ideas you could ask them to rank the orange Set 1 cards that can be found at the end of the lesson.

4. Consider The Learning Journey:

At the end of the activity it is worthwhile to encourage the students to review their learning journey and the thinking process they have participated in throughout the session.

This can consist of reflection on the thinking that has taken place by summarising and concluding on their new found understanding.

Explicit reference to Learning Intentions and Success Criteria is a good starting point for this reflection but it is also helpful to consider some of the following questions:

- What other information would you find useful?
- What aspects of the lesson deepened your understanding of fake news?
- What have you learnt from others in your class?
- Was there anything surprising in your conclusion?
- What are you likely to remember from this lesson?
- What strategies do you now know that you can use to better detect fake news?
- What will you do next time?
- What will you do every time?

By encouraging students through the learning pit it will increase their self-esteem.

Excessive
punctuation

©2017 www.challenginglearning.com

Photoshopped
pictures have
been used

©2017 www.challenginglearning.com

Your emotional
reaction to it is
strong

©2017 www.challenginglearning.com

You don't
recognise the
domain

©2017 www.challenginglearning.com

There is
no current
date on it

©2017 www.challenginglearning.com

There is a by-line
(the authors name)

©2017 www.challenginglearning.com

The information
is minimal and
designed for
easy sharing

©2017 www.challenginglearning.com

It is a well-
known source

©2017 www.challenginglearning.com

It makes a
claim about
telling a secret

©2017 www.challenginglearning.com

There are no quotes, links or references

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Past headlines that you have read have no resemblance to this article

©2017 www.challenginglearning.com

You can't find a reputable source that verifies the story

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You can't find evidence of the quotes used elsewhere

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The article has been widely shared

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The 'About us' section makes you sceptical

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You don't feel like you should share it

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The story seems too good to be true

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You are not sure how the author would be privy to the information

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