

Media Literacy and African Journalism: The State of Media at Home and Abroad



A RESOURCE PACKET FOR EDUCATORS

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TABLE OF CONTENTS

Outlining Standards

Washington State K-12 Social Studies Learning Standards.....p.3

College, Career, & Civic Life C3 Frameworks for Social Studies State Standards.....p.4

Educating for Global Competence.....p.5

OSPI and ISTE Resources on Media Literacy.....p.6

ISTE Digital Learner Graphic.....p.7

Learning Objectives.....p. 8

Key Terms/Questions.....p.9

Speakers.....p.10

Journalism in Africa.....p.11-12

What is Media Literacy?.....p.13

Media Bias.....p.14

Literacy in a Digital Age.....p.15

Is This Story Share Worthy?.....p.16

Fact or Opinion: Separating the Two.....p.17

Today's News: Real or Fake?.....p.18

The Power of Misinformation.....p.19

Evaluating Information.....p.20

Media Lit Kit Handout.....p.21

Media Literacy Activity.....p. 22

Media Literacy Activity Handout.....p.23

Using This Resource Guide

NOTE: Many of these descriptions were excerpted directly from the source website



Recommended Resource



Visual Media



Lesson Plan



Audio



English/Language Arts



Charts and Graphs



Fast Fact/Did You Know?



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YOU HAVE USED THIS RESOURCE PACKET IN
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AND TELL US YOUR STORY.

A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.



(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C₃ Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> • Civics • Economics • Geography • History 	<ul style="list-style-type: none"> • Gathering and Evaluating Sources • Developing Claims and Using Evidence 	<ul style="list-style-type: none"> • Communicating and Critiquing Conclusions • Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

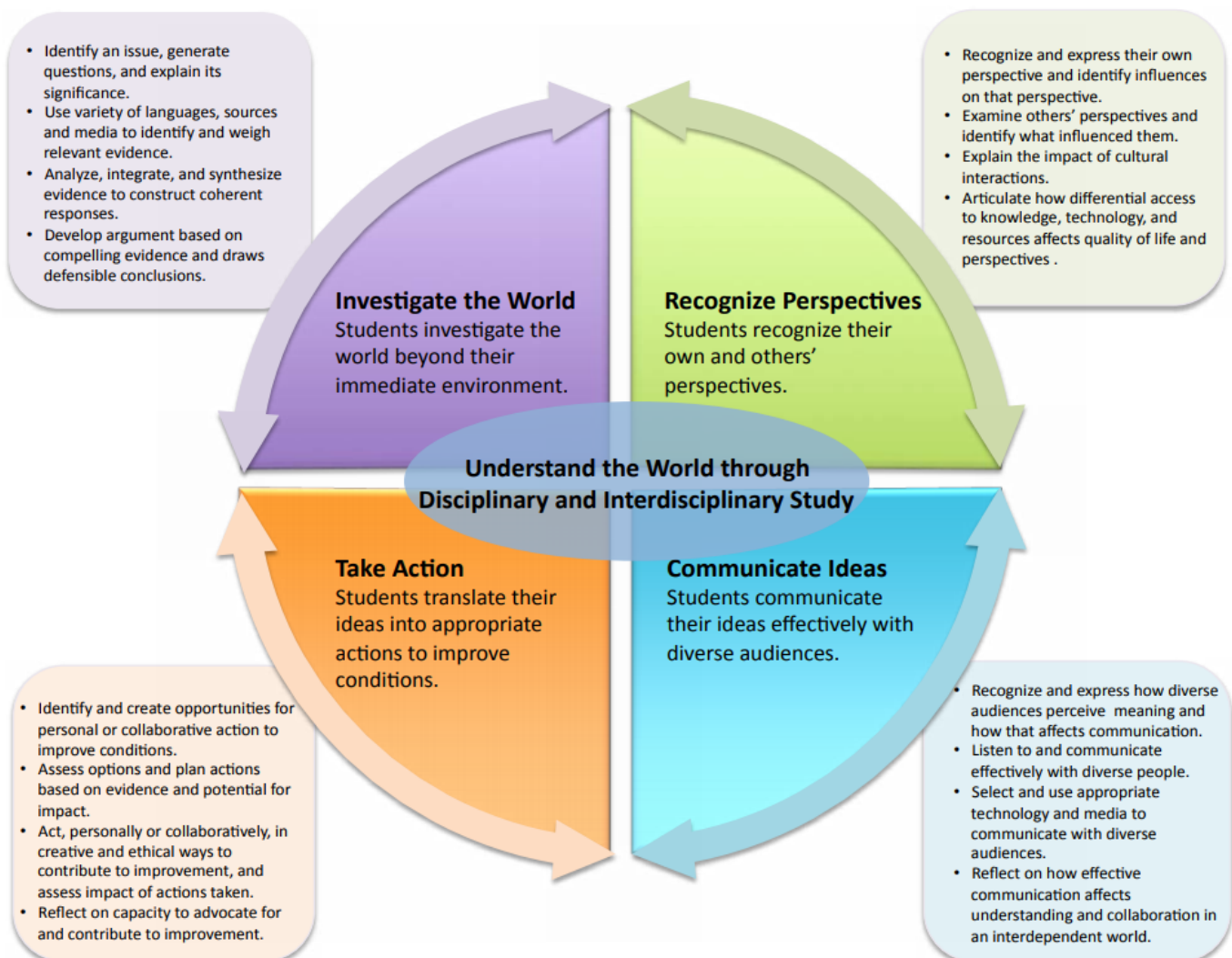
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



OSPI and ISTE Resources on Media Literacy

Digital Citizenship & Media Literacy - Recommendations & Resources from OSPI

Brief Definitions

Digital citizens recognize and value the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they engage in safe, legal and ethical behavior (adapted from [ISTE 2016 Student Standards](#)).

Media literacy is the ability to access, analyze, evaluate, create and act using a variety of forms of communication (from [National Association of Media Literacy Education](#)).

See also [Expanded Definitions of Digital Citizenship and Media Literacy](#)

Digital Citizenship and Media Literacy Checklist

Checklist of [Digital Citizenship and Media Literacy considerations](#) developed by Washington State School Directors' Association (WSSDA)..

See also:

[Expanded Recommendations for Digital Citizenship and Media Literacy](#)

[Current Successful Practices Digital Citizenship and Media Literacy](#)

[Links to Digital Citizenship and Media Literacy Resources](#)

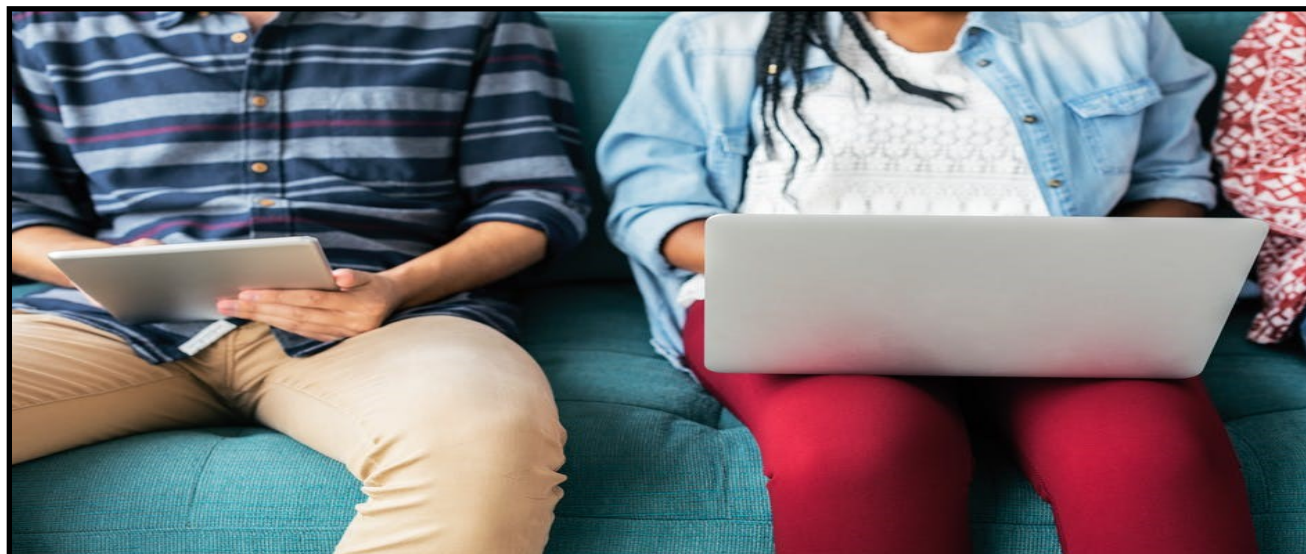
[Elements of Successful District Implementations](#)

[Library Information Technology Framework](#)



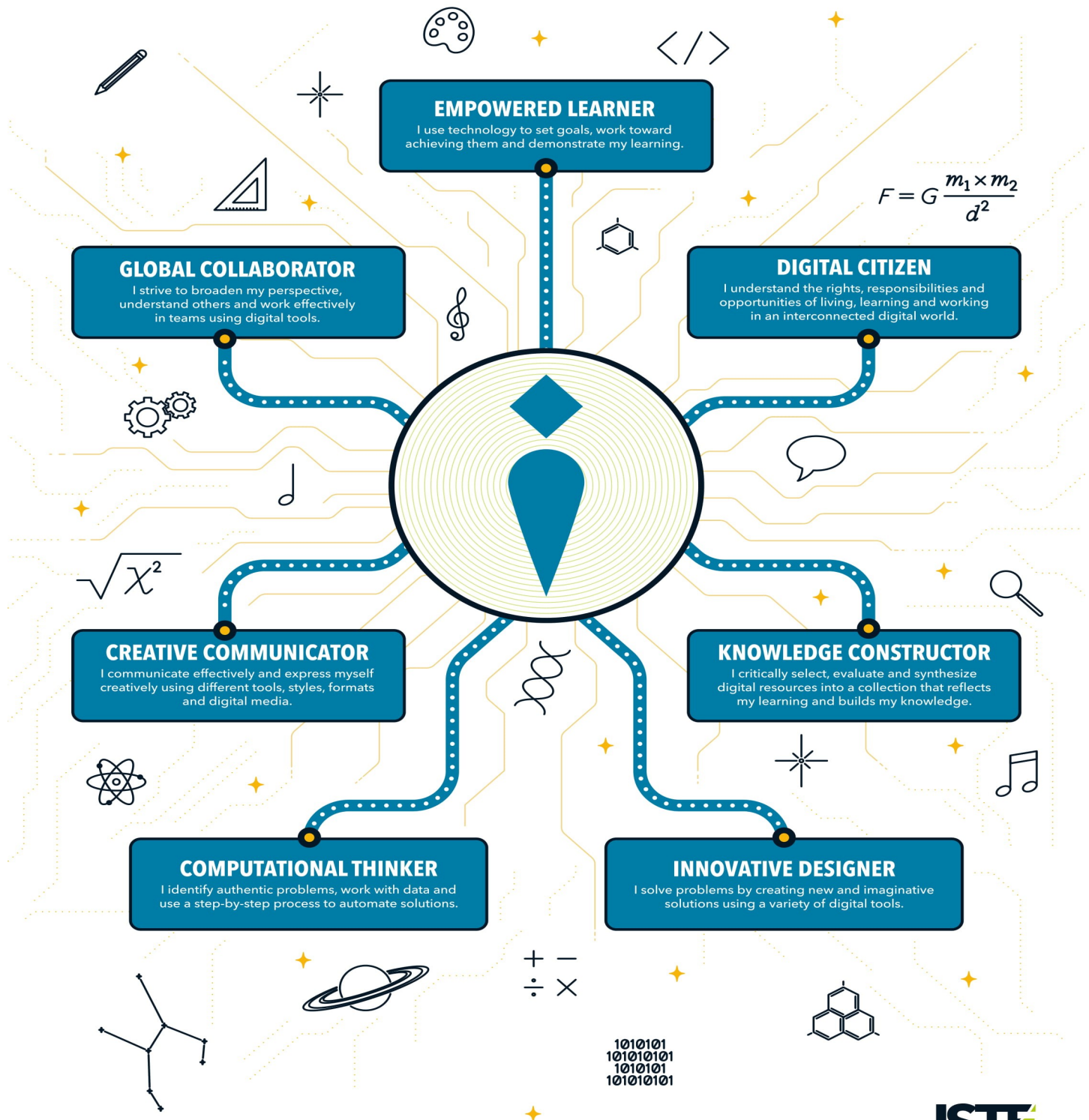
International Society for Technology in Education (ISTE) Standards for Students

Today's students must be prepared to thrive in a constantly evolving technological landscape. The [ISTE Standards for Students](#) are designed to empower student voice and ensure that learning is a student-driven process. Connect with other educators in the [ISTE Standards Community](#) and learn how to use the standards in the classroom with the ISTE Standards for Students [ebook](#). See the next page for a chart on the ISTE standards that can help students determine if they are a "Digital Learner".



I AM A DIGITAL AGE LEARNER

ISTE STANDARDS FOR STUDENTS



Learning Objectives Addressed in this Packet

Learning Objective 1: Students will be able to define media literacy and explain why it is important for citizens to evaluate the credibility of multi-media sources.

Learning Objective 2: Students will be able to assess different news sources and utilize specific criteria to determine their accuracy, bias, and/or point of view.

Learning Objective 3: Students will be able to recognize and identify the rights, responsibilities, and opportunities for living and working in an interconnected and interdependent digital world (adapted from ISTE Standards - see: <http://www.iste.org/standards/for-students>).

Learning Objective 4: Students will be able to use digital tools to broaden their perspectives while collaborating with others locally and globally (adapted from ISTE)

Learning Objective 5: Students will be able to identify and analyze the challenges facing African journalists relating to an open and free press.

Learning Objective 6: Students will be able to evaluate the role of multi-media sources in our society (print, video, social media, radio, etc.) and discuss how they shape public opinion on different issues.



Key Terms

Censorship: The practice of suppressing a text or part of a text that is considered objectionable according to certain standards.

Construct or Construction: The process by which a media text is shaped and given meaning through a process that is subject to a variety of decisions and is designed to keep the audience interested in the text.

Mass Media: Mass media refers to media which is designed to be consumed by large audiences through the use of technology.

Product Placement – A process that advertisers use to have their brand or product appear in TV shows, movies and video games as part of the production.

Representation – The relationship between actual places, people, events and ideas and the resulting media content. Stereotypes are a common form of media representation. As messages pass through media, they are distorted so that media does not represent reality as much as it re-presents reality.

T.H.I.N.K.—True, Hurtful, Inspiring/Illegal, Necessary, and Kind makes us the acronym THINK. It is a suggested series of steps to take before posting to social media.

Visual Literacy – The ability to look at visual information with perception. A visually literate person understands how visual elements contribute to the meaning of the whole.

Key Questions Students Should Ask

Who made this?

Who are the authors? (Professional journalists? Citizen journalists? Qualified experts? Consider both those named and those unnamed.)

How was this made?

What tools/techniques were used? Did the reporter or journalist conduct interviews or use research from sources? What evidence supports this story?

Why was this made?

Why did the reporter or journalist decide to cover this story? What is the reason for its existence? (To inform? To get attention? To make money? To change my mind? To reinforce my beliefs?)

When was this made?

Is it current? Outdated? Has enough time passed to verify the facts?

What is this missing?

Is this the whole story? What perspectives aren't represented? What questions aren't answered?

Where do I go from here?

Where can I find verification of these facts? Where can I find other perspectives on this topic? Check sites like FactCheck.org, Snopes.com, the Washington Post Fact Checker and PolitiFact.com to verify the information in the source.

Workshop Leader



Linda Kennedy is the principal in the media education and consulting firm of LK Media. LK Media specializes in teaching media literacy to parents, teachers, students, caregivers, childcare providers, and community organizations. In addition, LK Media works with companies attempting to forge a media image and garner positive news coverage.

Ms. Kennedy has more than 25 years of experience in the media. She started her career as a radio and television reporter in Omaha, Nebraska and after a short stint in Portland, Oregon moved to Seattle to become an a reporter, anchor, and producer at KING 5 News.

Her "beats" included education, the environment, medicine, and consumer issues. After leaving KING, she directed internal and external communications for Public Health – Seattle & King County. Linda has been an AME board member since 1991, when the organization was still Foundation for Family Television. Anyone who knows her will tell you she can find a way to work media literacy into almost any conversation.

Visiting Journalists

Vivienne Louise Marara

National Coordinator, Zimbabwe Association of Community Radio Stations

As a female and young civil society leader in Zimbabwe, Ms. Marara is the National Coordinator of the Zimbabwe Association of Community Radio Stations (ZACRAS). Her current job responsibilities entail overall strategic planning in liaison with the Board of Trustees, fundraising, financial management, organizational development, staff management and program operations. Additionally, Ms. Marara coordinates activities and functions of ZACRAS national operations to ensure that the Association's goals and objectives are accomplished in accordance with established priorities, time and funding limitations, or other specifications.

Brian Hatyoka

Bureau Chief, Times of Zambia Newspaper

Mr. Brian Hatyoka is a two-time Top Prize Winner as Best Business and Financial Writer, accolades bestowed on him by the Association of Chartered Certified Accountants, for articles he published highlighting the glaring financial irregularities in some quasi-governmental institutions. He also runs a project aimed as promoting ideal journalism values among high school students, inculcating a culture of reading and writing in youth.

Journalism in Africa

Development of Journalism in Africa

South Africa: Here are 12 things we've learned from four years of donor-funded journalism



<http://allafrica.com/stories/201802160156.html>

In this article, you will learn about the 12 key lessons from Bhekisisa, a South African health specialist reporting unit supported by the German government and Bill and Melinda Gates Foundation.

A new era for African media



<http://www.un.org/africarenewal/magazine/august-2016/new-era-african-media>

The news cycle moves at lightning speed, thanks to live tweeting, blogging and citizen journalism, all unknown just a few years ago. To remain accessible, conventional media practitioners in Africa are adapting to a new media world that is time-sensitive and more interactive.

African Centre For Media & Information Literacy



<http://www.africmil.org/>

The African Centre for Media & Information Literacy is dedicated to a new vision of media and information literacy that will provide Africans with the skills required for effective participation in development activities, using creative media and providing opportunities for their increased positive presence in media and ICT.

The Sustainable Development Goals and a New Era of Development Journalism in Africa

<https://www.cima.ned.org/blog/the-sustainable-development-goals-and-a-new-era-of-development-journalism-in-africa/>



Like much of global media output, the daily news diet of African media audiences consists primarily of national political news, celebrity gossip, and sports. While it would seem natural that stories on development issues fill the pages and airwaves of Africa's media, in fact they do not. But catalysts for change could be around the corner.

Media plays crucial role in powering Sustainable Development Goals through access to information

http://www.unesco.org/new/en/harare/about-this-office/single-view/news/media_plays_crucial_role_in_powering_sustainable_development/

Speakers from around the world meet in Johannesburg to discuss various key issues in the media landscape such as access to information in different contexts in African countries, lack of public information, fake news, and development of community radios among other issues.

MILID Yearbook 2015: Media and Information Literacy for the Sustainable Development Goals

http://www.nordicom.gu.se/sites/default/files/publikationer-hela-pdf/milid_yearbook_2015.pdf

This is a collaborative effort to put academic and professional literature in one place regarding the SDGs and how they address or interact with media information and freedom. While not specifically focused on developing African countries, it is a good resource for general use.

How do African countries and Africa as a region compare?



Press Freedom: Namibia tops Africa in 2017 RSF Index

<http://www.africanews.com/2017/04/26/press-freedom-namibia-tops-africa-in-2017-rsf-index//>

This report names Africa as the third most free region in terms of press freedom, after the Americas, Europe and the Balkans, despite cases of Internet being routinely disconnected at election time and during major protests in a number of countries.



2017 World Press Freedom Index: <https://rsf.org/en/ranking#>

See where all 180 countries included in this study land in the rankings for the most free press.



About the Windhoek Declaration

<http://whk25.misa.org/featured/about-the-windhoek-declaration/>

The Declaration was issued at a conference organized by UNESCO held from 29 April to 3 May 1991 on promoting an independent and pluralistic African Press. The conference was organized in light of the constant pressure and even violence faced by media professionals working in Africa.

Barriers & Problems with Suppression



Somaliland journalist detained without charges

<https://www.cnbcafrica.com/apo/2018/02/22/somaliland-journalist-detained-without-charge/>

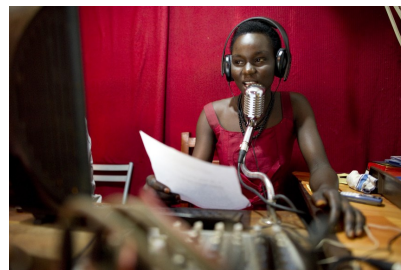
This article discusses the detainment of Mohamed Aabi Digaale, the Hargeisa bureau chief for the London-based broadcaster Universal TV. The article states that his arrest is an outrageous violation of justice.



World Press Freedom Day: Journalism on the Offensive in Africa

<https://www.cima.ned.org/event/wpfd-journalism-africa/>

This site includes a three part-series covering: How digital media is changing the landscape of media in Africa; Promises and Perils: Investigative Journalism in Africa; Supporting Independent Media: How the International Community Can Help?



TEDxCapeTown: Theresa Mallinson-Media Freedom In Africa - An Ideal Worth Living For

<https://www.youtube.com/watch?v=nhYkMITO4bU>

Theresa Mallinson works as the managing editor of Free African Media in Johannesburg. In this video she shares the idea of free media in Africa and what she is doing to promote this concept.

Media freedom has come a long way in Africa, but it's still precarious

<http://theconversation.com/media-freedom-has-come-a-long-way-in-africa-but-its-still-precarious-58604>

While many reports show that Africa as a region is ranking higher than ever in media freedom, there are still obstacles that journalists must combat. Corruption still runs deep, and attempts to silence journalists are still common in many countries.

What is Media Literacy?

The word "literacy" usually describes the ability to read and write. Reading literacy and media literacy have a lot in common. Reading starts with recognizing letters. Pretty soon, readers can identify words -- and, most importantly, understand what those words mean. Readers then become writers. With more experience, readers and writers develop strong literacy skills.

Media literacy is the ability to identify different types of media and understand the messages they're sending. Kids take in a huge amount of information from a wide array of sources, far beyond the traditional media (TV, radio, newspapers, and magazines) of most parents' youth. There are text messages, memes, viral videos, social media, video games, advertising, and more. But all media shares one characteristic: someone created it for a reason. Understanding that reason is the basis of media literacy.

The digital age has made it easy for anyone to create media. We don't always know who created something, why they made it, and whether it's credible. This makes media literacy tricky to learn and teach. Nonetheless, media literacy is an essential skill in the digital age.

Specifically, it helps kids:

Learn to think critically. As kids evaluate media, they decide whether the messages make sense, why certain information was included, what wasn't included, and what the key ideas are. They learn to use examples to support their opinions. Then they can make up their own minds about the information based on knowledge they already have.

Become a smart consumer of products and information. Media literacy helps kids learn how to determine whether something is credible. It also helps them determine the "persuasive intent" of advertising and resist the techniques marketers use to sell products.

Recognize point of view. Every creator has a perspective. Identifying an author's point of view helps kids appreciate different perspectives. It also helps put information in the context of what they already know -- or think they know.

Create media responsibly. Recognizing your own point of view, saying what you want to say, how you want to say it, and understanding that your messages have an impact is key to effective communication.

Identify the role of media in our culture. From celebrity gossip to magazine covers to memes, media is always telling us something, shaping our understanding of the world, and even compelling us to act or think in certain ways.

Understand the author's goal. What does the author want you to take away from a piece of media? Is it purely informative, is it trying to change your mind, or is it introducing you to new ideas you've never heard of? When kids understand what type of influence something has, they can make informed choices.

Excerpted from Common Sense Media



What is Media Literacy?

[https://
www.youtube.com/
watch?v=GlaRw5R6Da4](https://www.youtube.com/watch?v=GlaRw5R6Da4)

This video is intended as a tool to introduce the concepts of media literacy by teaching key questions to ask yourself before sharing the information with others.

Lesson Plan Idea!

Media Literacy 101 <http://mediasmarts.ca/media-literacy-101>

This Canadian site includes 7 videos from the Media Minute series that covers a variety of topics related to media literacy. Each video also comes with a lesson plan. The lesson plans are ideal for elementary and middle school students.



Media Bias




How media literacy can help students discern fake news: [https://www.pbs.org/newshour/show/media-literacy-can-help-students-discern-fake-](https://www.pbs.org/newshour/show/media-literacy-can-help-students-discern-fake-news)

Recognizing bias in news stories is one form of media literacy. Spotting when the news is totally fabricated is something else entirely. How can teachers help students tell fact from media fiction? (7:31)



The real news about fake news: <https://www.youtube.com/watch?v=Uw6QdzUupvo>

 What is real news? What is fake news? How do we be smart about the media that we choose to consume? This TEDx talk by Tom Becka discusses the history of news media and how we can try and tell the difference between what is real and what is fake. (13:36)




News Literacy Is...: <https://youtu.be/QlF75iGrlvA>

Hear from educators and students on what news literacy is and the impact being informed can have in the classroom and beyond.



Recognize Your Own Bias! <https://www.clearerthinking.org/the-political-bias-test>

 Are your political views unconsciously skewed by factors like your social group, your self-image, or your desire to avoid admitting to having been wrong in the past? Find out with Clear Thinking's Political Bias Test!



Understanding bias <https://www.americanpressinstitute.org/journalism-essentials/bias-objectivity/understanding-bias/>

Article produced by the American Press Institute discussing different types of bias and how to spot it. Additionally, the article provides some cases where media bias may be healthy or necessary. The American Press Institute proposes that it is not a journalists job to eliminate their bias, but to manage it.

Lesson Plan Idea!

PBS: Decoding Media Bias

<http://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>

Ask yourself “In what ways can the news media show bias?” In this activity students will examine where people in the U.S. get their news, how news selection amplifies one’s political views, and how media organizations decide to cover stories. This activity is for grade level 7-12.



Literacy in a Digital Age

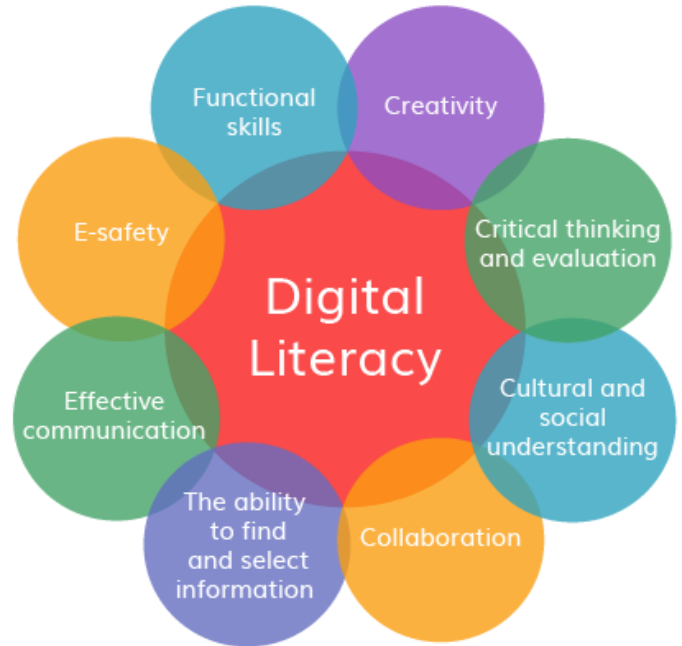
Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.



Digital Literacy – What is digital literacy?: <https://www.youtube.com/watch?v=LElWqXi7Ag>

This video is the first episode of the BBC Digital Literacy Course: Go The Distance. There are 10 episodes in total!

Digital literacy in the classroom. How important is it?: <https://resourced.prometheanworld.com/digital-literacy-classroom-important/>



Facing Ferguson: News Literacy in a Digital Age: <https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age>

This site contains an 11 series lesson plan about democracy and civic engagement. It attempts to answer the questions of “what is the role of journalism in a democratic society” and “how can we become responsible consumers and producers of news and information in the digital age?”



MediaLit Activities: http://www.consortiumformedia literacy.org/index.php?option=com_content&view=category&layout=blog&id=12&Itemid=24

This website include numerous media literacy focused activities with printouts. These include activities for different grade levels and provide additional resources for each activity.



Microsoft: Digital Literacy: <https://www.microsoft.com/en-us/DigitalLiteracy/curriculum4.aspx>

Microsoft provides a Digital Literacy Curriculum that covers: computer basics; the internet, cloud services, and the world wide web; productivity programs, computer security and privacy, and digital lifestyles. Upon completion, students can take a certificate test.

Lesson Plan Ideas!



Brain POP <https://www.brainpop.com/english/studyandreadingskills/media literacy/>

This interactive lesson plan includes videos, games, activities, and quizzes to help you teaching your students the importance of media literacy. Brain POP makes it easy to teach students to be a good digital citizen by properly using technology to communicate online in a safe, responsible, and positive way. The topics addressed include plagiarism, online sources, media literacy, digital etiquette, cyberbullying, and more to teach your students the importance of media literacy.



IS THIS STORY SHARE-WORTHY?

The First Amendment protects the right to report and publish information, but not every story is worth your text, tweet or share. This chart can help you find the good stuff and get rid of the garbage.

NEED HELP?

IS IT REAL?

Does the **EVIDENCE** hold up? Is the **SOURCE** legitimate? Run a search for the source name and key facts, people or images from the story to weed out the fakes.

IS IT WELL-MADE?

Are you impressed by the **EXECUTION**? A well-made story starts with solid facts. It should be calm, clear and neat, not a train wreck of exaggerated emotion (like ALL CAPS WORDS!!!!) and sloppy mistakes.

IS IT NEWS OR OPINION?

What is the **PURPOSE**? News mainly explains what is happening. Opinion takes a stance to judge or make an argument about it. First-person voice or words like "perspective" and "editorial" are often hints it is opinion.

IS IT SUPPORTED BY FACTS?

Is there good **EVIDENCE**? Look for statistics, studies, historical examples, primary sources, expert analysis or other signs that the writer has done their homework and can back up their argument.

IS IT BIASED?

Does the **EVIDENCE** show you the big picture? Biased stories may leave out key facts, so you only see one side of an issue. They may also exaggerate or downplay the importance of the story in the **CONTEXT** of other news.

IS THE BIAS OPEN OR SNEAKY?

Does the **EXECUTION** clearly aim for a specific **AUDIENCE**? News with an open bias often uses partisan labels in its titles (like "Left-Wing News") or declares support for partisan missions (like "help Republicans get elected"). News with a sneaky bias pretends it isn't biased at all.

DOES IT ENTERTAIN AND/OR RAISE AWARENESS?

What is this story's **PURPOSE**? Weigh whether the story was created for darker reasons, like causing destruction, scamming people for profit, or unfairly hurting someone or something.



DEFINITELY SHARE-WORTHY

This is real, solid information. It may not be all sunshine and rainbows, and you may not like what it has to say, but it's backed up with facts to provide plenty of food for thought. It doesn't have the shock value of a crazy fake news story or the viral potential of an angry rant, but what it lacks in sparkly distractions it makes up for with reliability and real-world implications.



MAYBE SHARE-WORTHY

It all depends on how you do it. These stories can be perfect for getting insight into how other people think or starting a provocative debate, but only if you stay aware of the risks. Take a minute to foresee the possible consequences of your actions and choose your words wisely to steer clear of troll bait or flame wars. Look for a way to stir the pot without making it boil over.



PROBABLY NOT SHARE-WORTHY

Marred by hidden agendas and bad intentions, these stories can fuel destruction and chaos. With no concern for consequences, they can spread deceit, fear and sometimes even danger. From scamming the system for profit to tricking people into bad decisions to just plain making folks look stupid, there's something tricky going on here.

Fact or Opinion: Separating the Two



How to choose your news-Damon Brown

<https://www.youtube.com/watch?v=q-Y-z6HmRgl>

With the advent of the Internet and social media, news is distributed at an incredible rate by an unprecedented number of different media outlets. How do we choose which news to consume?



On The Media: Breaking News Consumer's

Handbook: Fake News Edition: [http://](http://www.wnyc.org/story/breaking-news-consumer-handbook-fake-news-edition/)

www.wnyc.org/story/breaking-news-consumer-handbook-fake-news-edition/ (9:43)



5 Ways Teachers Are Fighting Fake News: [http://](http://www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news)

www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news

Interesting ideas for how schools in the US are fighting fake news. Provide 5 game ideas with a twist.



A Finder's Guide to Facts: [http://](http://www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts)

www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts Provides an easy to follow guide

that could be helpful for students on things to look for when trying to determine if a source is credible or not.



Fake News, Media Literacy, and the Role of Our

nation's Schools: [https://www.newamerica.org/](https://www.newamerica.org/weekly/edition-158/fake-news-media-literacy-and-role-our-nations-schools/)

[weekly/edition-158/fake-news-media-literacy-and-role-our-nations-schools/](https://www.newamerica.org/weekly/edition-158/fake-news-media-literacy-and-role-our-nations-schools/)

This article talks about how news outlets like the New York Times are helping to fight fake news by increasing public school access to legitimate news outlets.



Fake or Real? How to Self-Check the News and

Get the Facts: [http://www.npr.org/sections/](http://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts)

[alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts](http://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts)

Fake news stories can have real-life consequences, which is why fake news is such a big problem. Learning how to self-check ourselves is the first line of defense to combat fake news. This article includes tips and guidelines.

5 WAYS TO SPOT *and stop*



FAKE NEWS



DON'T GET

TAKEN IN

Take a moment to think before you click - and share



Consider the source: Strange domain names or web sites that end in "lo" (like "Newslo") are signs you should be wary.

Check the URL: Fake news sites will often use a web address designed to make it look like real site, ending in ".com.co"



Look for visual clues: Fake news websites may use sloppy or unprofessional design and overuse ALL CAPS.

Get a second opinion: If a story makes you very angry, dig deeper; consult other news sources or use debunking sites



Put your browser to work: Consider installing one of the browser plugins listed on this page to flag fake news in real time.

WHEN IN DOUBT...



ASK A LIBRARIAN



asklib.hcl.harvard.edu

Source: An informal list compiled by Dr. Melissa Zimdars, Assistant Professor at Merrimack College

Today's news: **REAL** or **FAKE?**

80% of middle schoolers mistake sponsored content for real news

3 in 4 students can't distinguish between real and fake news on Facebook

Fewer than **1 in 3** students are skeptical of biased news sources

Students who meet the ISTE Standards for Students are able to critically select, evaluate and synthesize digital resources. That means understanding the difference between real & fake news.

Here's how to tell them apart:



Help your students gain media literacy skills with resources from the ISTE Blog.

- Go to iste.org/subscribe to get the latest articles delivered to your inbox.
- Dive into the ISTE Standards for Students at iste.org/StandardsForStudents



The Power of Misinformation



How false news can spread-Noah Tavlin

https://www.youtube.com/watch?v=cSKGa_7XJkg

In this TED talk, Noah Tavlin talks about living in a global age and the speed at which information spreads.(3:41)



How Fake News Grows in a Post-Fact World

| Ali Velshi | TEDxQueensU

<https://www.youtube.com/watch?v=nkAUqQZCyrM>

Fake news is a threat that has been exacerbated in our digital media society. In this video, Ali Velshi discusses the problems of fake news, how we are all affected by it, and how individuals can ensure the news they're reading is rooted in fact, not fiction.



The power of one wrong tweet

<https://www.cnn.com/2013/04/23/tech/social-media/tweet-ripple-effect/index.html>

This article talks about how quickly information spreads on Twitter and includes a short 2 minute video about how the stock market was affected by a bogus tweet.



The future of truth and misinformation online

<http://www.pewinternet.org/2017/10/19/the-future-of-truth-and-misinformation-online/>

50 experts in various fields were interviewed and asked to discuss their view of the current media landscape, and where it is headed in the future.

Lesson Plan Ideas!



PBS: How to teach your students about fake news

<http://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-how-to-teach-your-students-about-fake-news/>

A recent [study](#) by Stanford University found an overwhelming majority of students were not able to tell the difference between so-called fake news and real news. Part of the solution involves providing students with the media literacy skills they need to evaluate sources, including social media. With the help of News-Hour Extra, students will explore the problems with fake news and gain confidence exploring the media that they come across every day.

Lesson Plan: Fighting Fake News

<http://ww2.kqed.org/lowdown/wp-content/uploads/sites/26/2016/12/Fake-news-lesson-plan.pdf>

What happens when fake news spreads? What actions can I take to verify news stories, photographs and other sources of online information?

Hoax or No Hoax? Strategies for Online Comprehension and Evaluation

<http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html?tab=4>

Students will use research-based comprehension strategies to read and evaluate websites. They will also gain the skills to identify false or misleading information. Grade level 9-12

Evaluating Information



Evaluating Information: <https://stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf>

This site provides examples of activities and given answers by students. Additionally, it provides an evaluation rubric based on beginning competence, emerging competence, and mastery of source evaluation.



Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning About Fake News: <https://www.nytimes.com/2017/01/19/learning/lesson-plans/evaluating-sources-in-a-post-truth-world-ideas-for-teaching-and-learning-about-fake-news.html>

<https://www.nytimes.com/2017/01/19/learning/lesson-plans/evaluating-sources-in-a-post-truth-world-ideas-for-teaching-and-learning-about-fake-news.html>

This site has numerous lesson plans for how to teach media literacy, combat fake news, and research guidelines. Includes articles from NPR, Teen Vogue, New York Times, and more!



Skills and Strategies | Fake News vs. Real News: Determining the Reliability of Sources

https://learning.blogs.nytimes.com/2015/10/02/skills-and-strategies-fake-news-vs-real-news-determining-the-reliability-of-sources/?_r=0

How do you know if something you read is true? Why should you care? In this New York Times lesson plan you will be provided links to various sites to help you and your students better evaluate information and sources.

Sites and Tools for Fact-Checking

Recommended by New York Times

FactCheck.org

Snopes.com

Politifact.com

[The Washington Post Intersect | What Was Fake on the Internet This Week](http://TheWashingtonPost.com/Intersect/What-Was-Fake-on-the-Internet-This-Week)

[Gizmodo | Six Easy Ways to Tell if That Viral Story Is a Hoax](http://Gizmodo.com/Six-Easy-Ways-to-Tell-if-That-Viral-Story-Is-a-Hoax)



Game Idea!

Factitious!: <http://factitious.augamestudio.com/#/>

Internet required! Have your students test if they can really spot the fake.

Learn more click here at <http://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-game>



Lesson Plan Idea!



How Savvy are your Students?: 7 Fake Websites to Really Test Their Evaluation Skills: <http://www.easybib.com/guides/7-fake-websites-to-test-students/>

Can your students determine real from fake? Are they equipped with the skills to determine what is and isn't factual?

This site provides 7 website links that can be used in class to see if your students have the necessary evaluation skills to determine real from fake.



Media Deconstruction/Construction Framework

#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	Authorship	Who created this message?	All media messages are constructed.	What am I authoring ?
2	Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format , creativity and technology?
3	Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target audience ?
4	Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my content ?
5	Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my purpose effectively?

Media Literacy Activity



Articles related to this activity

Students Have 'Dismaying' Inability To Tell Fake News From Real, Study Finds: <https://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real>

Most Students Don't Know When News is Fake, Stanford Study Finds: <https://www.wsj.com/articles/most-students-dont-know-when-news-is-fake-stanford-study-finds-1479752576>

Video Related to Activity

Study: Most Students Cannot Distinguish Fake and Real News: <https://www.youtube.com/watch?v=UYc-hd1QSwA>



Procedure:

1. First, have your students look at the image on the attached sheet.

Ask them, "Does this provide strong evidence about the conditions near the Fukushima Daiichi Nuclear Power Plant? Why or why not?"

2. After they answer, explain that this is one of the problems that the Stanford History Education Group recently posed to thousands of other students across the United States that resulted in their conclusion that students — from middle school through college — are shockingly ill-equipped to manage the emerging media landscape.

Nearly four in 10 high school students believed, based on the headline, that this photograph of deformed daisies provided strong evidence of toxic conditions near the Fukushima Daiichi nuclear plant in Japan, even though no source or location was given for the photo. How did your students do in comparison?

3. Before they read the articles, put them into partners or groups and ask them to wrestle with three questions:

- What does the phrase "fake news" mean?
- When have you or someone you know fallen for or shared fake or inaccurate news of some kind?
- Why does it matter if we can't tell real news from fake news?

4. As they share their thoughts with the whole class, collect and record as many answers and examples as you can, since these responses will probably anticipate many of the issues raised in the articles. Then read the articles. As you and your class discuss and read further, you can return to your list and add more.

* Teachers can also break students into smaller groups for discussion.

Name: _____

Date: _____

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.
