

# Fake News:

## Why Lies Spread Faster Than the Truth



### A Resource Packet for Educators

Compiled by:

Ryan Hauck, Ryan Quinn, and Sun Young Dahlstrom

*Global Classroom Teacher's Workshop*

December 3, 2018



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POP UP



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## USING THIS RESOURCE GUIDE

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



Recommended Resource



Visual Media



Audio



Charts and Graphs



Lesson Plans



English/Language Arts



Fun Facts



*GLOBAL CLASSROOM WANTS TO KNOW  
HOW YOU HAVE USED THIS RESOURCE  
PACKET IN YOUR CLASSROOM!*

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*AND TELL US YOUR STORY.*

# Fake News: Why Lies Spread Faster Than the Truth

Monday, December 3, 2018

6:00 PM-7:30 PM

## About the Speaker



**Alexander Sänglerlaub** leads the Measuring Fake News project. The project focuses the phenomenon based on an interdisciplinary approach. One major aim is to understand and explain scope and effects – together with experts from the US election campaign and over here. In 2014, the publicist founded the political magazine Kater Demos. The magazine devotes itself to pressing social questions in the sense of "Constructive Journalism." He worked as a research associate at the Freie Universität Berlin, as well as at the University of Hamburg, and still teaches in the field of political communication. He also worked as a consultant for corporate and political communication during the federal and the European elections at Blumberry. Alexander studied Journalism & Communication Science and Psychology, as well as Media and Political Communication at the Freie Universität Berlin. He worked as student assistant in the department of Empirical Communication Science.

## About the Moderator

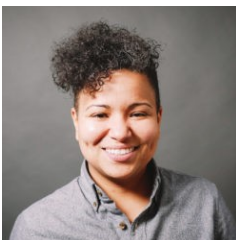
**Jacqueline Miller** is president and CEO of the World Affairs Council of Seattle. She also serves on the Mayor's International Affairs Advisory Board; is a board member and chair of the membership committee of Global Ties U.S.; is a member of the Civic Council for UW's Master of Arts in Applied International Studies (MAAIS) program; and serves on the Washington State Advisory Committee for the U.S. Global Leadership Coalition. She is also a member of the Council on Foreign Relations. She previously held senior positions in policy organizations in Washington DC, including the Council on Foreign Relations and the Center for Strategic and International Studies, where she was deputy director of the Russia and Eurasia program. She has been a commentator for various news sources, including the New York Times, the BBC, CBC, and Voice of America. Her honors include being named a Truman Security Fellow as well as receiving a Foreign Language Area Studies Fellowship (FLAS) for Russia. She was also an International Research and Exchanges Board (IREX) Visiting Scholar in Kyrgyzstan.



## About the Panelists



**Jevin West** is an Assistant Professor in the Information School at the University of Washington and co-founder of the DataLab. With his colleague, Carl Bergstrom, he developed a new course on Calling BS, which helps students and the public combat fake news and misinformation wrapped in data, figures, visualizations and statistics.



**Mellina White Cusack** is a Seattle resident who writes about how politics and culture impact our society. She blogs at The Seattle Conservative and has contributed her thoughts locally on The Evergrey and KUOW. She is curious about why our country has grown more and more divided in recent years, and how the lack of data-driven news and information has contributed to this national divide. In the past, Mellina has also contributed to DapperQ, a queer fashion site, and most recently served as Campaign Director for Christopher Rufo for City Council.

## Learning Objectives

**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 evaluate 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 define "fake news," analyze its effectiveness, and evaluate ways to stop the spread of inaccurate information.

**Learning Objective 5:** Students will be able to evaluate the role of multi-media sources in our society (print, video, social media, radio, etc.) and assess how they shape public opinion.



### 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 C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> 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

### C<sub>3</sub> 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"> <li>Civics</li> <li>Economics</li> <li>Geography</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Gathering and Evaluating Sources</li> <li>Developing Claims and Using Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Communicating and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>

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

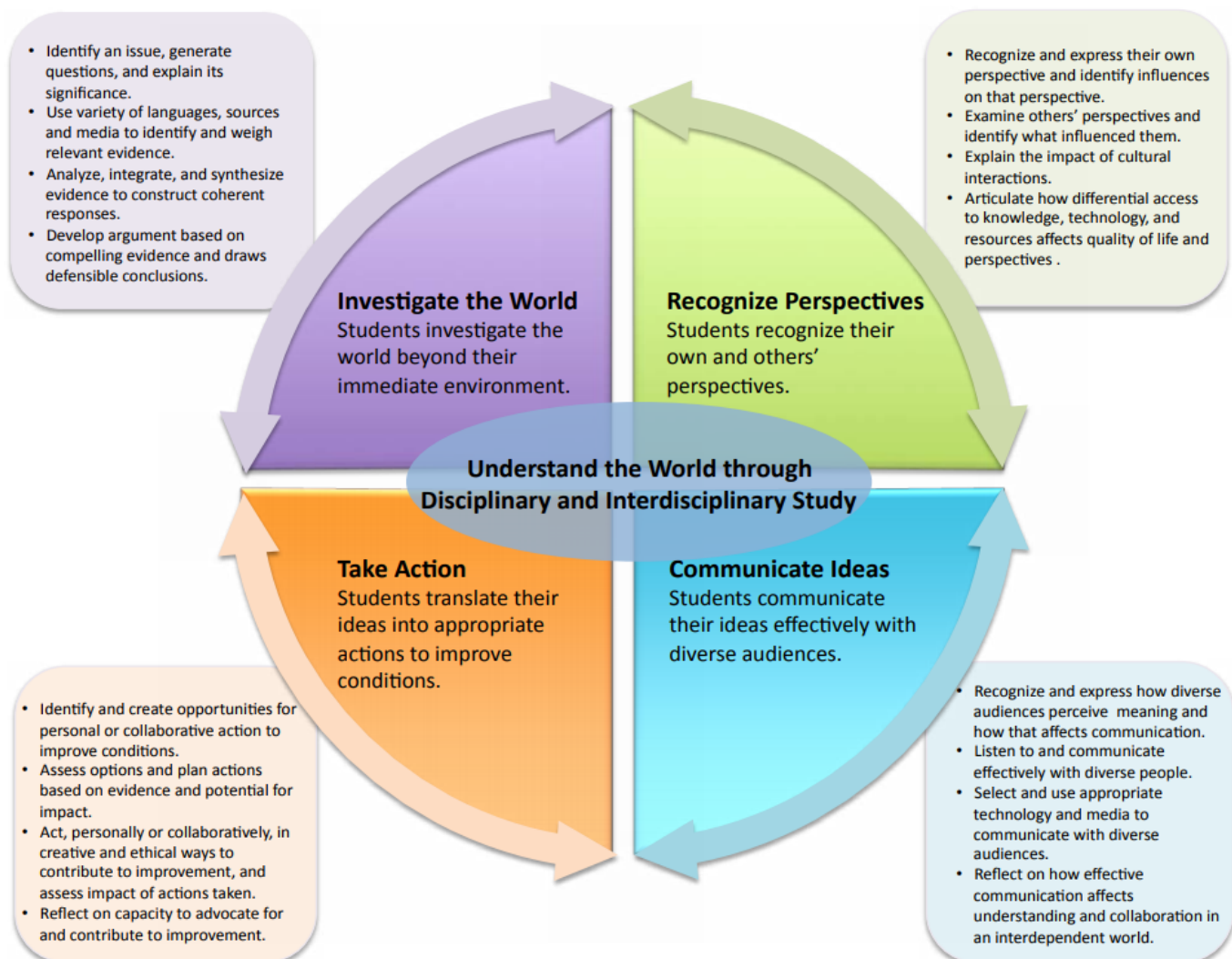
## EDUCATING FOR GLOBAL COMPETENCE

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

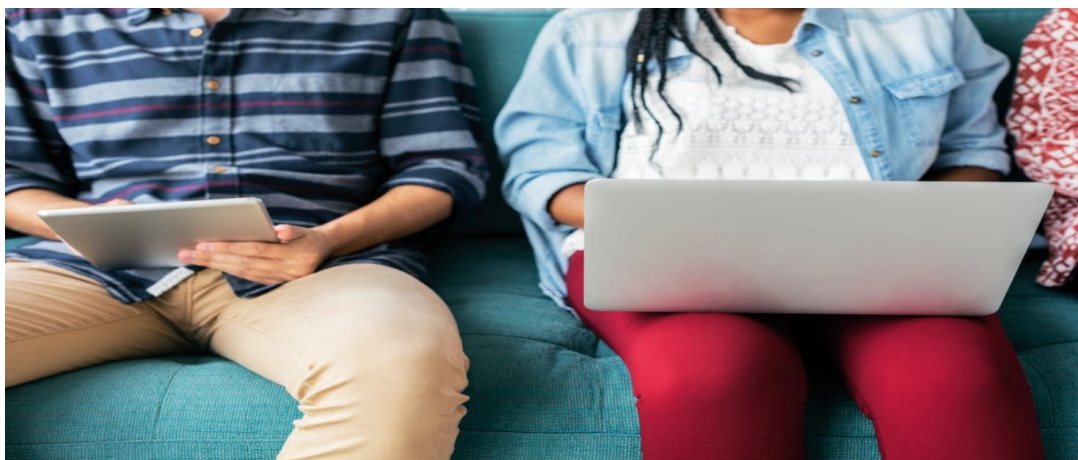
Links to Digital Citizenship and Media Literacy Resources

Elements of Successful District Implementations



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

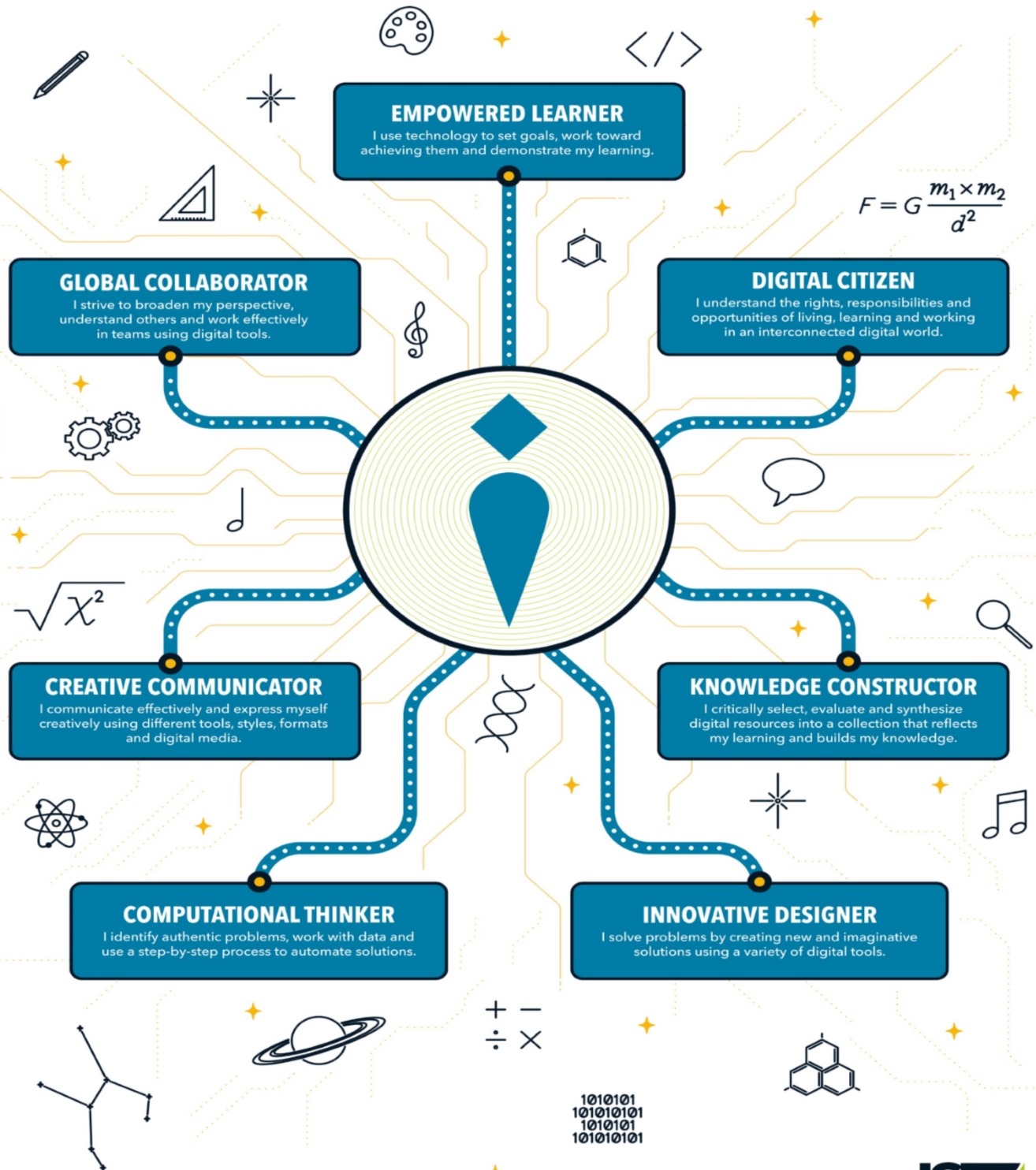
Today's students must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards for Students are designed to empower student-driven process. Connect with other educators in the ISTE Standards Community and learn how to use the standards in the classroom with the ISTE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





# I AM A DIGITAL AGE LEARNER

## ISTE STANDARDS FOR STUDENTS



## Key Terms

**Clickbait:** Internet content whose main purpose is to encourage users to follow a link to a web page, esp. where that web page is considered to be of low quality or value.

**Confirmation Bias:** The tendency to Interpret information that confirms one's preexisting beliefs or hypotheses

**Fake News:** Fake news websites (also referred to online as hoax news), deliberately publish hoaxes, propaganda, and disinformation to drive web traffic inflamed by social media.

**Hoax:** Something intended to deceive or defraud

**Misinformation:** False or inaccurate information, especially that which is deliberately intended to deceive.

**Post-truth:** An adjective defined as 'relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.

**Parody:** Any humorous, satirical, or burlesque imitation, as of a person, event, etc.

**Propaganda:** Information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.: The deliberate spreading of such information, rumors, etc.: To build support for an ideology or leader and demonizing the opposition.

**Satire:** The use of irony, sarcasm, ridicule, or the like, exposing, denouncing, or deriding vice, folly, etc.

<http://libguides.hccfl.edu/fakenews/terms>

## 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.

## 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/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/QLF75iGrIvA>

 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=LElWqXizAg>

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.consortiumformedialiteracy.org/index.php?option=com\\_content&view=category&layout=blog&id=12&Itemid=24](http://www.consortiumformedialiteracy.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/medialiteracy/>

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 to the **SOURCE** legitimacy? Run a search for the source name and key facts, photos 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 merely 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 signs 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 ask for a specific **AUDIENCE**? News with a specific bias often uses partisan labels in its titles (like "Left-Wing News") or declares support for partisan positions (like "Only Republicans get elected"). News with a sneaky bias pretends it isn't biased at all.

### DOES IT ENTERTAIN AND/OR RAISE AWARENESS?

What is the story's **PURPOSE**? Weigh whether the story was created for dollar reasons, like causing destruction, scaring people for profit, or unfairly harming someone or something.



**DEFINITELY SHARE-WORTHY**

This is great, solid information. It may not be all so exciting and fun, but you may not have what it takes to say, but it's backed up with facts to provide clarity of fact for thought. It doesn't have the check value of a crazy fake news story or the redaction of an angry rant, but what it lacks in quality 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 productive 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 clear your mind of half-baked or flawed ideas. Look for a way to tie the post without making it feel over.



**PROBABLY NOT SHARE-WORTHY**

Warned by leaders agencies and bad headlines, these stories can feel distant and not share. With no it means for consequences, they can spread slowly, but and sometimes even danger. Then scanning the cyber for profit to driving people to bad decisions to just plain making folks look stupid, there's something truly going on here.

# What is Fake News?



## **Fake News: An old problem takes on a new life**

<https://www.teachervision.com/blog/morning-announcements/fake-news-an-old-problem-takes-on-a-new-life>

This article overviews living with fake news every day and four strategies that teachers can use to help students identify fake news.



## **Fake News: What exactly is it? And how can you spot it?**

<https://www.telegraph.co.uk/technology/ofake-news-exactly-has-really-had-influence/>

This article explains the concept of "Fake News," including the origins, how the internet and social media have changed the influence of Fake News.



## **How Does Fake News Become News?**

<https://www.tolerance.org/magazine/how-does-fake-news-become-news>

This video demonstrates how quickly Fake News spreads and how confirmation bias makes people believe that what they are reading is true.



## **What's fake about fake news?**

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

This academic video made by the Open University provides some information about fake news and discusses why it is so wide spread today.



## **Explained: What is Fake News?**

<https://www.webwise.ie/teachers/what-is-fake-news/>

This article and video give an overview of Fake News for teachers, including breaking down the different types that students come across daily.



<https://lifehacker.com/why-were-hooked-on-social-networks-1602703562>



# 3 Types of "Fake News"



## Fabrication

An intentional lie that doesn't usually go beyond one source. The source is probably aware that the story is false. Depends heavily on clickbait. Think of these like an evolution of fake tabloid stories.



## Hoax

Uses more sophisticated methods of fooling an audience, like forged evidence or social media manipulation. Often spread by multiple sources, some of which may believe the story is true.



## Satire

A false news story that the source presents as true as a joke. When satire is shared with people that aren't familiar with the source, there's always a chance someone will think it's real!

Source: Rubin, Victoria L., et al. "Deception Detection for News: Three Types of Fakes." Proceedings of the Association for Information Science and Technology, vol. 52, no. 1, Jan. 2015, pp. 1-4.

# How is Fake News Created?



## **We Tracked Down A Fake-News Creator In The Suburbs. Here's WHAT We Learned**

<https://www.npr.org/sections/alltechconsidered/2016/11/23/503146770/npr-finds-the-head-of-a-covert-fake-news-operation-in-the-suburbs>

This article gives an overview of how much Fake News was created during the 2016 election and who creates Fake News. It also explains how fast Fake News can spread and how easily people will believe it.



## **How Do Fake News Sites Make Money?**

<https://www.bbc.com/news/av/business-38919403/how-do-fake-news-sites-make-money>

This article explains the financial benefits of creating Fake News.



## **Where Does Fake News Come From?**

<http://www.cits.ucsb.edu/fake-news/where>

This article gives five-step guide to how Fake News becomes "real news" and the strategies it uses to grasp the attention of social media users.



## **The Women Who Created Fake News**

<https://www.thechronicle.com.au/news/simple-wellpaid-work-russian-trolls-were-simply-in/3352842/>

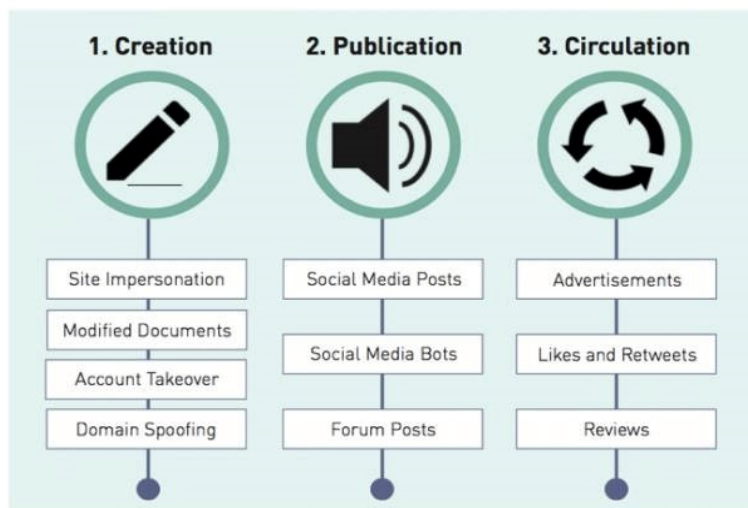
This gives an in depth profile of creators of Fake News. It goes into a troll farm, run by a Russian internet research agency and reveals how they create Fake News.



## **The Godfather of Fake News**

[https://www.bbc.co.uk/news/resources/idt-sh/the\\_godfather\\_of\\_fake\\_news](https://www.bbc.co.uk/news/resources/idt-sh/the_godfather_of_fake_news)

This BBC news article profiles a Fake News creator and another who identifies fake news stories and corrects them.



# Why is Fake News so Effective?



## **The Grim Conclusions of the Largest-Ever Study of Fake News**

<https://www.theatlantic.com/technology/archive/2018/03/largest-study-ever-fake-news-mit-twitter/555104/>

This study demonstrates the impact social media has in spreading Fake News.



## **Why is Fake News so Effective?**

<https://kcts9.pbslearningmedia.org/resource/ilcpbn18-ela-ilfakenews/why-is-fake-news-so-effective/>

This interactive game compares the issues of Fake News from today with sensational journalism in the past.



## **Fake News: Why We Fall For It**

<https://www.psychologytoday.com/us/blog/contemporary-psychoanalysis-in-action/201612/fake-news-why-we-fall-it>

This article explains why people fall for the Fake News that they read and explains how Implicit Bias and Confirmation Bias can cause readers to want to believe these stories.



## **Teach Out: Fake News**

<https://www.youtube.com/watch?v=bOA7UMRMmys>

This video made by the University of Michigan studies the processes on how Fake News makes people believe these false stories and how it can effect opinions.



## **The Science Behind Why Fake News is So Hard to Wipe Out**

<https://www.vox.com/science-and-health/2017/10/5/16410912/illusory-truth-fake-news-las-vegas-google-facebook>

This study shows that how Fake News can significantly impact people because of their constant exposure to it on Facebook, Twitter, and other platforms.



## **How Your Brain Tricks You Into Believing Fake News**

<http://time.com/5362183/the-real-fake-news-crisis/>

This article explains why it is hard to make judgments on if an article is true or fake and also gives strategies for identifying which is which.





# The Effects of Fake News



## **The Highly-Anticipated 2017 Fake News Awards**

<https://gop.com/the-highly-anticipated-2017-fake-news-awards/>

This article is about the 11 most popular Fake News articles of 2017 and how Fake News can shape opinions.



## **How Fake News does Real Harm**

[https://www.ted.com/talks/stephanie\\_busari\\_how\\_fake\\_news\\_does\\_real\\_harm](https://www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm)

This Ted Talk is about how Fake News can change people's minds and their beliefs. It uses the real world example of kidnappings in Nigeria and how the Nigerian government is dealing with it.



## **Fake News, Real Consequences**

<https://www.wellesley.edu/albright/events/1186-fake-news-real-consequences>

In this video media editor, Craig Silverman discusses how Fake News is created and spreads online so quickly. He also talks about what the impact of fake news can have on society.



## **A Mathematical Model Captures the Political Impact of Fake News**

<https://www.technologyreview.com/s/612004/a-mathematical-model-captures-the-political-impact-of-fake-news/>

This mathematical theory of communication gives an unbiased way to predict how intentionally inaccurate reports affect voting behavior.



## **The Real-World Consequences of 'Fake News'**

<https://www.theatlantic.com/international/archive/2017/12/trump-world-fake-news/548888/>

This article provides an overview of the real world consequences of Fake News and the part it has played in further dividing Americans.



## **Why Fake News is Bad for Business**

<http://review.chicagobooth.edu/economics/2018/article/why-fake-news-bad-business>

This article discusses how spreading misinformation can create a business risk (specifically for social media websites like Facebook, Twitter, etc.) and their research provides some information about different types of social network users and how they are effected by Fake News.



## **Are 'Mutated' Daisies Really Caused by Fukushima Radiation?**

<https://news.nationalgeographic.com/2015/07/150723-fukushima-mutated-daisies-flowers-radiation-science/>

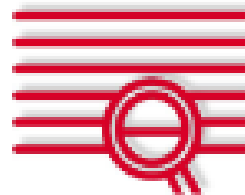
This article gives a real world example of a Fake News post which went viral.

# HOW TO SPOT FAKE NEWS



## CONSIDER THE SOURCE

Click away from the story to investigate the site, its mission and its contact info.



## READ BEYOND

Headlines can be outrageous in an effort to get clicks. What's the whole story?



## CHECK THE AUTHOR

Do a quick search on the author. Are they credible? Are they real?



## SUPPORTING SOURCES?

Click on those links. Determine if the info given actually supports the story.



## CHECK THE DATE

Reposting old news stories doesn't mean they're relevant to current events.



## IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.



## CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.



## ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site.

# 5 WAYS *and stop* TO SPOT



## 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

Made with VENNGAGE

## How To Spot Fake News?

### How to Spot Fake News



<https://www.factcheck.org/2016/11/how-to-spot-fake-news/>

This article gives several tips for spotting Fake News and gives detailed strategies for how to validate news articles.



### 4 Tips for Spotting a Fake News Story

<https://www.summer.harvard.edu/inside-summer/4-tips-spotting-fake-news-story>

This article explains why people are so interested in Fake News stories and gives four tips for finding misleading stories.



### How to Spot Real and Fake News

<https://www.mindtools.com/pages/article/fake-news.htm>

This article gives information on how to avoid and separate Fake News from the truth.



### Fake News, and How to Spot it

<http://oxme.info/cms/life/fake-news-and-how-spot-it>

This short video discusses strategies for spotting Fake News.



### How to spot fake news and how to stop it from spreading

<https://abc7chicago.com/news/fake-news-is-dominating-facebook/1621221/>

This brief video and article provides tips to identify fake news.

# 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](http://iste.org/subscribe) to get the latest articles delivered to your inbox.
- Dive into the ISTE Standards for Students at [iste.org/StandardsForStudents](http://iste.org/StandardsForStudents)





## How To Spot Fake News?



### **10 Ways to Spot a Fake News Story**

<https://history.howstuffworks.com/history-vs-myth/10-ways-to-spot-fake-news-story.htm>

This article overviews the strategies Fake News uses in order to appear as a legitimate news source.



### **Fake News: Can teenagers spot it?**

<https://www.bbc.com/news/technology-46206675>

This overviews an experiment that was conducted by the BBC to test how well kids can identify fake news.



### **Fake News: How to Spot It**

<https://www.prattlibrary.org/research/tools/index.aspx?cat=90&id=4735>

This guide gives information about trustworthy news sources and overviews the different types of fake news.



### **How Teachers Can Help Students Understand Source Credibility**

<http://blog.edmentum.com/how-teachers-can-help-students-understand-source-credibility>

This blog gives teachers information on how to help students find good sources and check the credibility of their sources.





# How to Stop Fake News?



## **Fake News is a Real Problem. Here's How Students Can Solve It.**

<http://www.spencerauthor.com/fake-news-is-a-real-problem-heres-how-students-can-solve-it/>

This short video and a article give an outline a five- step process called "the 5 C's of Critical Consuming" that aid students in understanding how to find good sources.



## **Solution That Can Stop Fake News Spreading**

<https://www.bbc.com/news/blogs-trending-38769996>

This BBC article provides some solutions for spotting fake news and stopping the spread of misinformation in the news.



## **How We Stopped Fake News the First Time**

<https://www.newyorker.com/culture/cultural-comment/how-we-solved-fake-news-the-first-time>

This article looks back at the history of Fake News and how people dealt with the problem when it first appeared in sixteenth century England.



## **Fake News and Alternative Facts: A guide to News Literacy**

[https://libguides.adelphi.edu/fake\\_news](https://libguides.adelphi.edu/fake_news)

This is a guide to develop skills for critical thinking and learn in-depth information that helps to find and evaluate sources.



## **How Media Literacy Can Help Students Discern Fake News**

<https://www.youtube.com/watch?v=Fl7sM7g8ecY>

This video reviews how educators and Media Literacy in Washington State are cooperating with legislators to teach teachers how to help students tell fact from fiction in news.



## **This is How You Stop Fake News**

[https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/28/this-is-how-you-stop-fake-news/?utm\\_term=.6b4564d80ea3](https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/28/this-is-how-you-stop-fake-news/?utm_term=.6b4564d80ea3)

This article discusses why debunking rumors can be so difficult to navigate and explains how attempting to do so can worsen the situation.



<https://www.flickr.com/photos/24354425@N03/33278600636>

# FACT CHECKING FOR FAKE NEWS



## PARK YOUR EMOTIONS

Be aware of your bias. When we feel strong emotions, the normal reaction is to react, to respond, to like, and to share. Don't let content creators manipulate your emotions!



## LOOK BACK

Has anyone else had this same question? What does Snopes, FactCheck, or Politifact say? Use Google or Duck Duck Go to search for keywords and the "site:" option. And don't be afraid to use Wikipedia.



## LOOK UP

Follow hyperlinks back "upstream" to the original source and evaluate that page. Use SHEG thinking chart to help. Be aware of sponsored content and use reverse image search if needed.



## LOOK SIDeways

Read laterally. Get off the site and see what others are saying. Search for the author, Goggle the organization, and look for who links back to the site. WHOIS can help determine ownership.



## CIRCLE BACK

The Web can be a confusing rabbit hole. If you get stuck or end up lost, start over. You're smarter now and will make better search decisions.



## ACT OUT

Stand up to fake news by taking action. Use scripted comments and responses to avoid provoking conflict. The goal is not just media analysis but a better Internet for everyone.



Glenn Wiebe  
@glennw98  
glennwiebe.org

Developed in part based on work by Mike Caulfield, Web Literacy for Student Fact Checkers <webliteracy.pressbooks.com>, and Sam Wineburg, Stanford University.

## **Lesson Plan Ideas!**



### **How to teach your students about fake news (grade level: 7-12<sup>th</sup>)**

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

This lesson plans gives students examples of what fake news is and explores the issue of fake news while also providing the building blocks for finding good news sources.

### **Fighting Fake News**

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

This lesson plan provides instructors with information and tools to help students understand the impact of fake news and practice how to spot it.

### **Challenging Learning Fake News Lesson Plan**

<http://corwin-connect.com/wp-content/uploads/2017/01/CLP-Lesson-Plan-Fake-News-with-Activity-Cards.pdf>

This lesson plan helps students to get a better understanding of what fake news is and to think about where, when and why the media might be doing it.

### **Media Misinformation, Viral Deception, and “Fake News”**

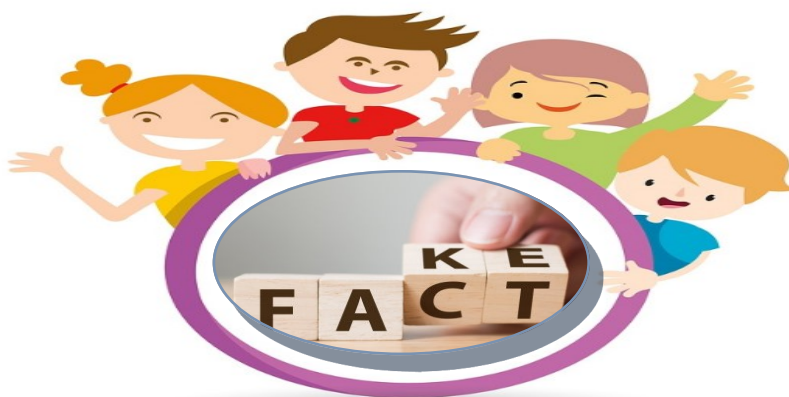
<https://uwyo.libguides.com/fakenews/lessonplans>

This site is the collection of lesson plans that instructors can select from based on their class needs.

### **Real versus Fake News**

<https://www.bbc.co.uk/academy/en/articles/art20180307163518942>

This lesson plan will help students to think more carefully about what they read and see online, and think about the source of this information and whether they believe it or share it.



<http://hchlibrary.org/event/stories-more/2018-12-21/>

### 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.

### Sites and Tools for Fact-Checking

*Recommended by New York Times*

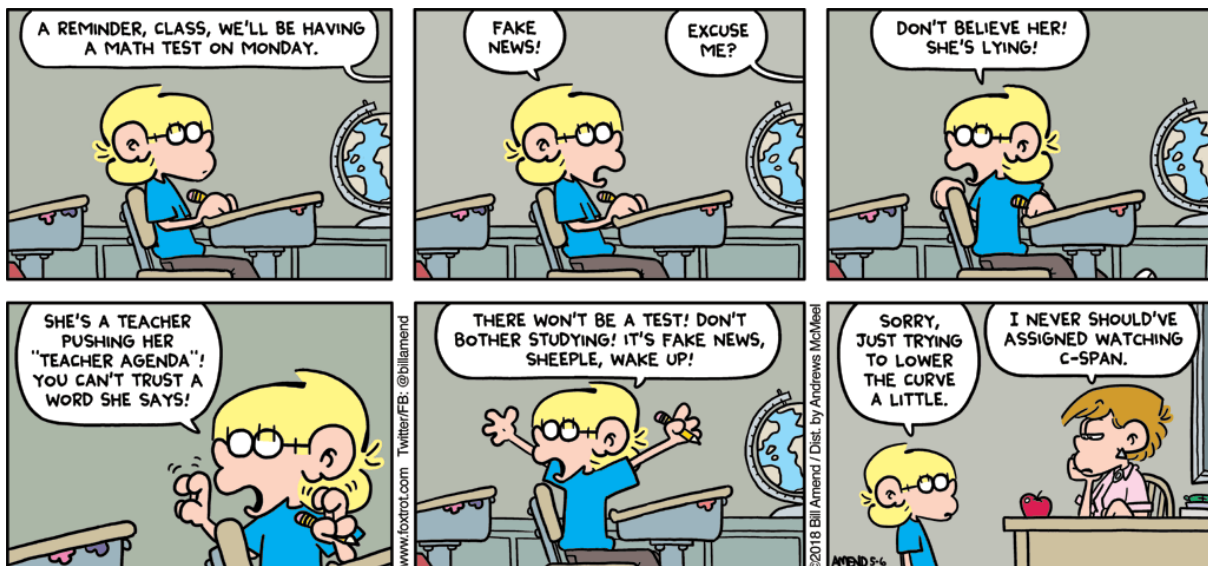
[The Washington Post Intersect : "What Was Fake on the Internet This Week"](#)

[Gizmodo : "Six Easy Ways to Tell if That Viral Story Is a Hoax"](#)

[FactCheck.org](#)

[Snopes.com](#)

[Politifact.com](#)



## GRADE LEVEL

9-12 (Secondary)

# 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.

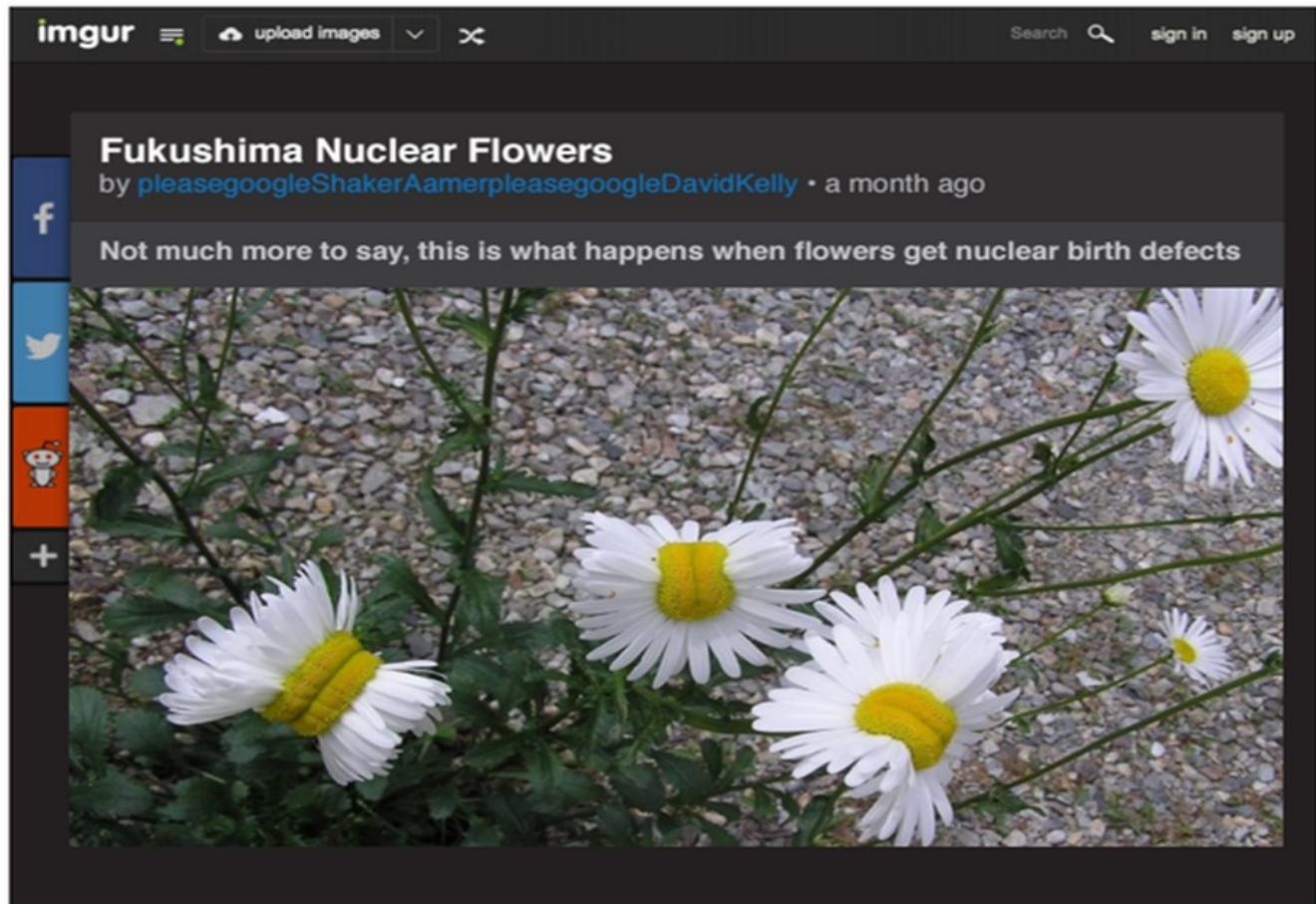
\* Teachers can also break students into smaller groups for discussion.



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.

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