Fake News Frenzy:
A Guide to Resources for Librarians and Teachers

http://mel.org

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Fake News Frenzy:
A Guide to Resources for Librarians and Teachers

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6 Key Strategies for Finding Reliable Information Online
Leslie Stebbins; 2/9/16
CILIP, The Library and Information Association
https://archive.cilip.org.uk/blog/6-key-strategies-finding-reliable-information-online

Test Your Fake News Judgement, Play This Game
Tennessee Watson, 7/3/17
NPR Ed
https://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-game

The Classroom Where Fake News Fails
Cory Turner, 12/22/16
NPR

5 Ways Teachers are Fighting Fake News
Sophia Alvarez Boyd, 2/16/17
NPR
https://www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news

Fake or Real: How to Self Check the News and Get the Facts
Wynne Davis, 12/5/16
NPR
https://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts

Fake News is in the News. Keep it Out of Your Speeches
Teresa R. Faust, MLS, CC, Aug 2017
Toastmasters International

Fighting Fake News in the Classroom
Alia Wong, 8/22/17
Education Writers Association
https://www.ewa.org/blog-educated-reporter/fighting-fake-news-classroom

Obsession of the Year: News and Media Literacy
Linda Jacobson, 12/4/17
Education Dive

How the Internet Trains our Brains to Polarize and Despise
John S Gable, 11/27/12
AllSides Blog
A Finder’s Guide to Facts
Steve Inskeep, 12/11/16
NPR
https://www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts

Students Have 'Dismaying' Inability To Tell Fake News From Real, Study Finds
Camila Domonoske, 11/23/16
NPR
https://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-ina
bility-to-tell-fake-news-from-real

Fake Or Real? How To Self-Check The News And Get The Facts
Wynne Davis, 12/5/16
NPR
https://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-
news-and-get-the-facts

Fake News Checklist
CQ Researcher

Derry Library Program Seeks to Fight Fake News
Ethan Hogan, 2/5/17
New Hampshire Union Leader

Fighting Fake News - How Libraries Can Lead the Way on Media Literacy
Marcus Banks, 12/26/17
American Libraries
https://americanlibrariesmagazine.org/2016/12/27/fighting-fake-news/

Students Need Our Help Detecting Fake News
Frank W. Baker, 11/20/16
Middle Web

Battling Fake News in the Classroom
Mary Beth Hertz, 12/21/16
Edutopia
The Classroom Where Fake News Fails
Cory Turner and Kat Lonsdorf, 12/22/16
NPR Ed

What Stands Between Fake News and Students?
Tim Walker, 12/16/16
NEA Today
http://neatoday.org/2016/12/16/fake-news-students-educators/

Q&A: David Helfand on Combating Misinformation
Melinda Baldwin, 12/28/16
Physics Today

The Smell Test: Educators Can Counter Fake News With Information Literacy. Here’s How.
Linda Jacobson, 1/1/17
School Library Journal

Truth, Truthiness, Triangulation: A News Literacy Toolkit for a “Post-truth” World
Joyce Valenza, 11/26/16
School Library Journal

Teaching Information Literacy Now
Laura Gardner, 11/28/16
School Library Journal

Fact or Fiction: Fake News and its Impact on Education
Anthony Golding, Aug 2017
Association for Middle Level Education
https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/848/Fact-or-Fiction-Fake-News-and-its-Impact-on-Education.aspx

Arming Teens in the Fight Against Fake News
Brenda Iasevoli, 3/22/18
Education Week
http://blogs.edweek.org/edweek/curriculum/2018/03/arming_teens_in_theFight_again.html
Battling Fake News in the Classroom
Mary Beth Hertz, 12/21/2016
Edutopia

Engaging With Contrary Evidence
Crafting strong arguments requires students to truly grapple with evidence that doesn’t fit with their ideas.
Christina Gil, 5/22/2017
Edutopia
https://www.edutopia.org/blog/engaging-contrary-evidence-christina-gil

The Future of Fake News
Erin Wilkey Oh, 12/21/2017
Edutopia
https://www.edutopia.org/article/future-fake-news

Books

eBook: Web Literacy for Student Fact-Checkers https://webliteracy.pressbooks.com/

Finding Reliable Information Online: Adventures of an Information Sleuth by Leslie F. Stebbins, 2015 (Find via MeLCat)

Fake News and Alternative Facts: Information Literacy in a Post-truth Era by Nicole A. Cooke, 2018 (Find via MeLCat)

Combating Fake News in the Digital Age by Joanna M. Burkhardt, 2017 (Find via MeLCat)

Information Literacy and Fake News by Diane Dakers 2018 (Find via MeLCat)

Virtual unreality: just because the Internet told you, how do you know it’s true? By Charles Seife, 2014 (Find via MeLCat)

Broadcast Hysteria: Orson Welles’s War of the Worlds and the Art of Fake News By A. Brad Schwartz, 2015 (Find via MeLCat)

Weaponized Lies: How to Think Critically in the Post-Truth Era By Daniel Levitin, 2016 (Find via MeLCat)

The Voice of America: Lowell Thomas and the Invention of 20th-Century Journalism By Mitchell Stephens, 2017 (Find via MeLCat)

Manufacturing Consent: The Political Economy of the Mass Media By Noam Chomsky, Edward S. Herman, 2002 (Find via MeLCat)
The truth matters: a citizen's guide to separating facts from lies and stopping fake news in its tracks By Bruce Bartlett, 2017 (Find via MeLCat)

Evaluating media bias By Adam J. Schiffer, 2017 (Find via MeLCat)

Fake news and media bias By Lucian Vance, 2018 (Find via MeLCat)

The Smear: How Shady Political Operatives and Fake News Control What You See, What You Think, and How You Vote By Sharyl Attkisson, 2017 (Find via MeLCat)

Videos

Why can’t I just Google?

Information is everywhere! It’s just so easy to Google and use something that looks relevant... so why can’t you just Google? By Library La Trobe University
https://youtu.be/N39mnu1Pkgw

Should I be Using Google or the Library Resources for a Paper?

By Ronald Williams Library
https://youtu.be/IDIEpt0AdKc

What are the Library databases and which one should I use?

By Ronald Williams Library
https://youtu.be/9LGWhtz_gao

How Should I Search in a Database?

By Ronald Williams Library
https://youtu.be/bgk3qzl4dLQ

Evaluating Websites

Learn why you should always evaluate the websites you use and an easy way to evaluate them. OSLIS Secondary Videos
https://youtu.be/FxyKHp47EnQ

How to Spot Fake News

For your students: Tips from the pros on how to read the news like a fact-checker. From Common Sense Media.
https://www.commonsense.org/education/asset/video/video-how-to-spot-fake-news
Fake News: How A Partying Macedonian Teen Earns Thousands Publishing Lies

This NBC News report offers students a window into how the so-called "fake news" industry operates. By NBC News.
https://www.commonsense.org/education/asset/video/fake-news-how-a-partying-macedonian-teen-earns

Help Your Students Fact-Check the Web Like Professionals

From viral memes to so-called "fake news," the web is overflowing with information -- true, false, and everything in between. Here’s one tip to help your students use the web effectively as a fact-checking tool: Don't just read down the page; read around the page! From Common Sense Education.
https://www.commonsense.org/education/asset/video/help-your-students-fact-check-the-web-like-professionals

How False News Can Spread

In previous decades, most news with global reach came from several major newspapers and networks with the resources to gather information directly. The speed with which information spreads now, however, has created the ideal conditions for something called circular reporting. Noah Tavlin sheds light on this phenomenon. From TED-Ed.
https://youtu.be/cSKGa_7XJkg

How to Choose Your News

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? Damon Brown gives the inside scoop on how the opinions and facts (and sometimes non-facts) make their way into the news and how the smart reader can tell them apart. From TED-Ed.
https://www.youtube.com/watch?v=q-Y-z6HmRql

How to Spot a Misleading Graph

When they’re used well, graphs can help us intuitively grasp complex data. But as visual software has enabled more usage of graphs throughout all media, it has also made them easier to use in a careless or dishonest way — and as it turns out, there are plenty of ways graphs can mislead and outright manipulate. Lea Gaslowitz shares some things to look out for. From TED-Ed.
https://youtu.be/E91bGT9BjYk
How Statistics Can Be Misleading

Statistics are persuasive. So much so that people, organizations, and whole countries base some of their most important decisions on organized data. But any set of statistics might have something lurking inside it that can turn the results completely upside down. Mark Liddell investigates Simpson’s paradox. From TED-Ed.
https://youtu.be/sxYrzzy3cq8

How Media Literacy Can Help Students Discern Fake News

Recognizing bias in news stories is one form of media literacy. Spotting when the news is entirely fabricated is something else entirely. How can teachers help students tell fact from media fiction? Educators and media literacy advocates in Washington state are working together with legislators to address the problem. Special correspondent Kavitha Cardoza reports. From PBS Newshour.
https://youtu.be/z4fwJHhv6ZY

Webinar Recordings and Podcasts

Fighting Fake: Digital Forensics and News Literacy Education

Preparing students to navigate the landscape of news media is perhaps the most urgent challenge for educators today. From satire and hoaxes to partisan rumors and outright disinformation, today’s information landscape is the most challenging and complex in human history. News literacy—the skills for interpreting and critically analyzing news and information—is nothing less than fundamental to the future success of students and the world they’re responsible for shaping.

In this edWebinar, Peter Adams, Senior Vice President of Education at the News Literacy Project, provides an overview of the field of news literacy, including the most current trends and research, and offers concrete tools and strategies for addressing these skills in the classroom.

Join us to learn ways to prepare your students with the critical skills needed for news literacy. This session is designed for middle and high school teachers, librarians, and tech coordinators. By Common Sense Education.
News and Media Literacy: Building Critical Consumers and Creators

More and more, young people (and adults) are getting their news online and from social media. There is also the increasingly problematic issue of fake news and the difficulty of determining credible news sources online. In an age of pervasive, fast, and on-demand information, there is a need for educators and parents to teach news and media literacy to kids.

In this webinar, Kelly Mendoza, director of learning and engagement for Common Sense Education, leads participants on an exploration of news and media literacy, including the latest research on kids and news, what “fake news” is and how to spot it, and ways teachers can integrate news and media literacy into their curricula.

Kelly also debuts the new News- and Media-Literacy Toolkit from Common Sense Education, with resources for educators to help build students’ skills in being critical media consumers and creators. This webinar is designed for middle and high school teachers, librarians, and tech coordinators. By Common Sense Education. https://www.commonsense.org/education/webinars/news-and-media-literacy-building-critical-consumers-and-creators

Post-Election, Post Truth: Using Comprehensive Media Literacy to Assess & Evaluate News & Current Events

Presented by Allison Butler, PhD, Mass Media Literacy and lecturer and advisor at UMass Amherst. From Massachusetts Library System. https://vimeo.com/202049203

Circulating Ideas Podcasts

Circulating Ideas is produced with support from the University of South Carolina School of Library and Information Science. The following is part of a series about Fake News:

- Fake News, Information Literacy and Epistemology, Circulating Ideas episode 104 Interview with Lane Wilkinson: http://bit.ly/2iYW0T7
Guidelines for Recognizing Fake News Online

Consider the Source
Check the website's "About" page and examine the purpose and/or sponsorship of the site. Check for information on the site's mission, staff, or physical location. Consider whether the source is reputable, authoritative, or biased.

Read Beyond the Headline
Read beyond the story headline, which may be intentionally provocative or sensationalized. Usually, the headline won't reveal the whole story. Further details within the text of the story may shed light on its legitimacy.

Check the Author
If the byline names an author, research any information about his or her background, merits, and publication history.

What's the Support?
Look up the sources cited by the story and identify whether the information claimed by the story is supported by the original source. Check the source for credibility, reputability, or bias. Look up claims made by the story in other reliable news sources to see if they are repeated.

Check the Date
Check the date/time period of events described by the story to ensure they are current and relevant to the story.

Could This Be a Joke?
If the details of the story seem far-fetched, unlikely, or outrageous, it may be that the story was intentionally written as satire. Check the mission of the site and research its credibility as a source.

Check Your Biases
Consider whether your personal leanings and opinions are bolstered or validated by claims made by the story. Review other stories presented by the source for any inherent patterns of bias.

Consult the Experts
Contact an authority on the subject covered by the story and confirm its validity. There are also many fact-checking websites where you could submit a query on the story, such as FactCheck.org, Snopes.com, the Washington Post Fact Checker, and PolitiFact.com.


16%
Percentage of US adult survey participants in 2016 who shared a political story online that they later learned was false

32%
Percentage of respondents who often see political news online that is completely made up

51%
Percentage of respondents who often see political news online that is not fully accurate


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**Lesson Plans**

**Elementary**

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<thead>
<tr>
<th>Grades &amp; URL Link</th>
<th>Title</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>K - 3</td>
<td>Student-Produced Weather Report</td>
<td>Students research, write, and produce a recess weather report using green screen technology for their school and community.</td>
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<tr>
<td>3</td>
<td>Summary</td>
<td>Students will summarize informational text.</td>
</tr>
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<td><a href="https://www.commonsense.org/education/lesson-plans/summary">https://www.commonsense.org/education/lesson-plans/summary</a></td>
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<tr>
<td>3</td>
<td>I want to be a Reporter</td>
<td>3rd grade students create a news video to showcase what they have learned about an ocean/bay habitat, its weather conditions, and what may cause the ecosystem to thrive or diminish.</td>
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<td><a href="https://www.commonsense.org/education/lesson-plans/i-want-to-be-a-reporter">https://www.commonsense.org/education/lesson-plans/i-want-to-be-a-reporter</a></td>
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<td>3</td>
<td>Dear Diary</td>
<td>Students plan, compose and publish a personal letter in response to an online news article, on the topic of the migrant crisis.</td>
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<td><a href="https://www.commonsense.org/education/lesson-plans/dear-diary">https://www.commonsense.org/education/lesson-plans/dear-diary</a></td>
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<tr>
<td>3 - 5</td>
<td>Current Events with Elementary Students</td>
<td>Using these resources students will be able to explore current events and engage in news articles collaboratively.</td>
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<td><a href="https://www.commonsense.org/education/lesson-plans/currEnT-events-with-elementary-students">https://www.commonsense.org/education/lesson-plans/currEnT-events-with-elementary-students</a></td>
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<tr>
<td>Grade Range</td>
<td>Title</td>
<td>Description</td>
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<tr>
<td>3 - 6</td>
<td>Information Text at its Best</td>
<td>In this lesson students will identify the main and supporting details in an online news article, then create a 30 second video to share their learning.</td>
</tr>
<tr>
<td>3 - 6</td>
<td>Main Idea - Informational Text (Reading &amp; Writing)</td>
<td>TimeforKids.com/Scholastic News: Reading, Comprehension &amp; Application</td>
</tr>
<tr>
<td>4 - 8</td>
<td>Thinking Critically About Current Events</td>
<td>Students will be exposed to various formats where they can view and discuss today's news.</td>
</tr>
<tr>
<td>5 - 6</td>
<td>Fake News</td>
<td>Children will realise that they should trust reputable websites such as BBC News and First News, and must fact check news stories from less trustworthy sites before sharing.</td>
</tr>
<tr>
<td>5 - 8</td>
<td>How Do You Know if it is Fake News or Sponsored Content?</td>
<td>Students struggle to understand what is real online and what is fake. This lesson plan uses strategies to help upper elementary and middle school students understand the differences. The old advice that we have given students for online research, &quot;Check that it's a .gov or .edu&quot; or &quot;look for the author&quot; is no longer helpful. These strategies are up to date to address the changing social media landscape. The main objective is to get students to think about the content that they are viewing.</td>
</tr>
<tr>
<td>5 - 12</td>
<td>Checkology from The News Literacy Project</td>
<td>Online lessons geared to grades 5 to 12.</td>
</tr>
<tr>
<td>Elementary</td>
<td>Be Internet Awesome Curriculum</td>
<td>Educators teaching online safety in the classroom can download lesson plans that have received the ISTE Seal of Alignment and classroom activities that bring the fundamental lessons to life.</td>
</tr>
</tbody>
</table>
Facts vs. Opinions vs. Informed Opinions and Their Role in Journalism

Students learn why many people like opinions more than facts and reflect on the negative and positive consequences of this tendency. Then they practice three strategies for determining the difference between the opinions and facts to discover the power of critical thinking.

Middle & High School

<table>
<thead>
<tr>
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<th>Comments</th>
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| 3 - 6 | [https://www.commonsense.org/education/lesson-plans/information-text-at-its-best](https://www.commonsense.org/education/lesson-plans/information-text-at-its-best) | Information Text at its Best | Information Text at its Best
In this lesson students will identify the main and supporting details in an online news article, then create a 30 second video to share their learning. |
<p>| 4 - 8 | <a href="https://www.commonsense.org/education/lesson-plans/thinking-critically-about-current-events">https://www.commonsense.org/education/lesson-plans/thinking-critically-about-current-events</a> | Thinking critically about current events | Students will be exposed to various formats where they can view and discuss today's news. |</p>
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<tr>
<th>Grade Range</th>
<th>Resource</th>
<th>Description</th>
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<tr>
<td>5 - 8</td>
<td><a href="https://www.commonsense.org/education/lesson-plans/how-do-you-know-if-it-is-fake-news-or-sponsored-content">https://www.commonsense.org/education/lesson-plans/how-do-you-know-if-it-is-fake-news-or-sponsored-content</a></td>
<td>How Do You Know if it is Fake News or Sponsored Content?</td>
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As educators we have a responsibility for instruction in basic media literacy. Claims of fake news have recently complicated analysis of current events in civics education. Because instruction in critical thinking for media literacy is vital when cultivating awareness of digital citizenship, incorporating lessons on fake news presents a timely opportunity for student engagement. With even our youngest students fully immersed in a digital world, equipping students with the skill set necessary for evaluating media they encounter is more vital than ever. Yet while lessons for middle and high school students abound, creating age-appropriate and relatable lessons for upper elementary students presents its challenges. Here are four key steps to developing a pedagogy of fake news for upper elementary students.

Students struggle to understand what is real online and what is fake. This lesson plan uses strategies to help upper elementary and middle school students understand the differences. The old advice that we have given students for online research, "Check that it's a .gov or .edu" or "look for the author" is no longer helpful. These strategies are up to date to address the changing social media landscape. The main objective is to get students to think about the content that they are viewing.

Students will choose an article from Scholastic New and create a text structure of the article. They will include a summary and the author's purpose.

Students will use information about catastrophic storms to create a newscast, weather report, documentary, or interview showing their understanding of the storm they have chosen.

Skill for evaluating the purpose and validity of information online.
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<tr>
<th>Grade Level</th>
<th>Lesson Title</th>
<th>Description</th>
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<tr>
<td>6 - 8</td>
<td>News You Can Reuse</td>
<td>Current Events, Geography and Citing Evidence</td>
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<tr>
<td>6 - 8</td>
<td>Newsworthy Stories: Journalism 101</td>
<td>Students learn to craft newsworthy stories for an audience.</td>
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<td>6 - 9</td>
<td>Reality Check: An Information Literacy Challenge</td>
<td>This lesson will help students develop informational literacy skills by critically reading and writing news articles.</td>
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<tr>
<td>7 - 9</td>
<td>Point of View In News Media</td>
<td>Students will begin examining how point of view can change the way a news story is told.</td>
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<tr>
<td>7 - 9</td>
<td>News in the Classroom</td>
<td>Read, Summarize and Think about the News</td>
</tr>
<tr>
<td>3 - 12</td>
<td>Facts vs. Opinions vs. Informed Opinions and Their Role in Journalism</td>
<td>Students learn why many people like opinions more than facts and reflect on the negative and positive consequences of this tendency. Then they practice three strategies for determining the difference between the opinions and facts to discover the power of critical thinking.</td>
</tr>
<tr>
<td>MS/HS</td>
<td>How to teach your students about fake news</td>
<td>Fake news is making news, and it's a problem...This lesson gives students media literacy skills they need to navigate the media, including how to spot fake news.</td>
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<tr>
<td>MS/HS</td>
<td>AllSides for Schools</td>
<td>AllSides for Schools helps educators teach essential skills in critical thinking, collaboration, listening and respectful discourse, media literacy and social-emotional learning.</td>
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<td>2. <a href="https://www.allsides.com/schools/school-toolbox">https://www.allsides.com/schools/school-toolbox</a></td>
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<td>MS/HS</td>
<td>The Umbrella Movement: Understanding the Hong Kong Protests</td>
<td>Students read about the events leading up to the Hong Kong Protests, learn about the symbols and songs (Adapted from Choices Teaching with the News)</td>
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<tr>
<td>MS/HS</td>
<td>How Savvy are Your Students?: 7 Fake Websites to Really Test Their Evaluation Skills</td>
<td>Looking to test your students’ capabilities at figuring out if a website is real or not? Use these fake websites to help, but be careful! Looks may deceive you! Some of these sites are tougher to catch than others.</td>
</tr>
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<td></td>
<td><a href="http://www.easybib.com/guides/7-fake-websites-to-test-students/">http://www.easybib.com/guides/7-fake-websites-to-test-students/</a></td>
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<tr>
<td>MS/HS</td>
<td>Channel One: Lesson Plan-How to Spot Fake News</td>
<td>This lesson plan features a Channel One News report on the problem. Then, students analyze the problem and consider steps media outlets and individuals need to take to prevent the viral spread of propaganda.</td>
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<td><a href="https://www.channelone.com/blog_post/lesson-plan-how-to-spot-fake-news/">https://www.channelone.com/blog_post/lesson-plan-how-to-spot-fake-news/</a></td>
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<tr>
<td>MS/HS</td>
<td>PBS.org: Decoding Media Bias Lesson Plan</td>
<td>Objective To 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. Overview Students will view the We The Voters film “MediOcracy,” and then examine current news stories and how they’re covered by the three main cable news outlets. They will conclude by examining news stories for bias/point of view.</td>
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<tr>
<td>MS/HS</td>
<td>Stand Up News Report</td>
<td>On scene stand up news report video.</td>
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<td>MS/HS</td>
<td>Hack the News</td>
<td>Use Mozilla’s X-Ray Goggles to remix a news website.</td>
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<td>MS/HS</td>
<td>Flocabulary's &quot;Fake News&quot; Unit</td>
<td>This unit addresses the issue, highlights pitfalls, and teaches vocabulary. Words and phrases like confirmation bias, clickbait, point of view, and fabrication can guide discussions in class. Like all units, there’s an engaging video, but there’s much more: - Vocab Cards - Read and Respond - Teacher Resources</td>
</tr>
<tr>
<td>MS/HS</td>
<td>Analyzing and Creating Infographics from Educating for Democracy in the Digital Age (EDDA)</td>
<td>Have you been looking for new ways to bring in visual learning to your students that connects to a generation who lives on Facebook, twitter, and Instagram? Do you have some students who are struggling with basic analytical skills of finding the main idea and supporting details in a text? Are you looking for new ways to bring in visual learning to your students and facilitate civic action at the same time? Are you looking for ways to scaffold for or accommodate students with IEP’s or for students performing below grade level? If so this lesson is for you. The lessons provided first introduce students to infographics, provide them with a protocol they can use to analyze infographics, and finally teach them how to create their own infographics. Once students can analyze infographics you can use them to introduce new topics in the curriculum and it is an excellent way to engage students around civic issues. You can analyze many different issues like the U.S. Federal spending budget, issues of food production, access to education, historical events, current events, and almost any other topic you can think of by analyzing an infographic.</td>
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<tr>
<td>MS/HS</td>
<td>Checkology from The News Literacy Project</td>
<td>Can your students tell the difference between fact and fiction? The Checkology® virtual classroom can help. Online lessons geared to grades 5 - 12</td>
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<tr>
<td>MS/HS</td>
<td>Conversations Across the Red-Blue Divide</td>
<td>This guide will help to have conversations with others that hold differing opinions.</td>
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<tr>
<td>MS/HS</td>
<td>Evaluating Sources in a ‘Post-Truth' World: Ideas for Teaching and Learning About Fake News</td>
<td>From the New York Times</td>
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<tr>
<td>MS/HS</td>
<td>Ideas for E.L.L.s: Finding Reliable Sources in a World of ‘Fake News'</td>
<td>From the New York Times</td>
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<tr>
<td>MS/HS</td>
<td>Lesson Plan: Fighting Fake News (from KQED)</td>
<td>Aligned to the following standards: CCSS.ELA-Literacy.CCRA.R.1, CCSS.ELA-Literacy.CCRA.R.7, CCSS.ELA-Literacy.CCRA.R.8</td>
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<tr>
<td>MS/HS</td>
<td>How false news can spread</td>
<td>From TED-Ed: In previous decades, most news with global reach came from several major newspapers and networks with the resources to gather information directly. The speed with which information spreads now, however, has created the ideal conditions for something called circular reporting. Noah Tavlin sheds light on this phenomenon.</td>
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| MS/HS | How to choose your news | From TED-Ed
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? Damon Brown gives the inside scoop on how the opinions and facts (and sometimes non-facts) make their way into the news and how the smart reader can tell them apart. |
| MS/HS | How to spot a misleading graph | From TED-ED
When they’re used well, graphs can help us intuitively grasp complex data. But as visual software has enabled more usage of graphs throughout all media, it has also made them easier to use in a careless or dishonest way — and as it turns out, there are plenty of ways graphs can mislead and outright manipulate. Lea Gaslowitz shares some things to look out for. |
| MS/HS | How statistics can be misleading | Statistics are persuasive. So much so that people, organizations, and whole countries base some of their most important decisions on organized data. But any set of statistics might have something lurking inside it that can turn the results completely upside down. Mark Liddell investigates Simpson's paradox. |
| MS/HS | Evaluating Information Online: The Cornerstone of Civic Online Reasoning | From Stanford History Education Group
11/22/16 |
<p>| 9 - 12 | Fake News... Learning to tell what real and what's not | Students will learn how to understand the difference between fake news and real information. |
| 9 - 12 | Don't Get Tricked By Fake News! | Students will be introduced to the idea of Fake News, learn why fake news is an important issue, and learn strategies to identify and avoid sharing Fake News. |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Title</th>
<th>Resource Link</th>
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<tbody>
<tr>
<td></td>
<td>5 Reasons Why People Share Fake Photos</td>
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<td>During Natural Disasters</td>
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<td>A Project Based Student Centered Way of</td>
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<td>delivering History Content</td>
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<td>Comprehension and Evaluation (from</td>
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<td>ReadWriteThink.org)</td>
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<td>9 - 12</td>
<td>Students will:</td>
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<td></td>
<td>- Use research-based comprehension</td>
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<td>strategies to read and evaluate websites</td>
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<td>- Practice analysis by comparing hoax and</td>
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<td>real websites and identifying false or</td>
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<td>misleading information</td>
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<td>- Apply what they have learned about</td>
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<td>hoaxes by creating an outline of their own</td>
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<td>hoax website and evaluating the outlines</td>
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<td>of their peers</td>
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<td>McCormick Foundation)</td>
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<td>Objectives:</td>
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<td></td>
<td>- To examine current and controversial</td>
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<td>issues of public concern at the local,</td>
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<td></td>
<td>state, national, and world levels.</td>
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<td>- To tie these issues to concepts</td>
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<td>embedded in the formal curriculum,</td>
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<td>highlighting their contemporary relevance.</td>
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<td>- To wrestle with their complexity as a</td>
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<td>basis of making decisions on matters of</td>
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<td>- To develop news gathering skills with an</td>
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<td>eye toward separating fact from opinion,</td>
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<td>objectivity from ideological bias, and</td>
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<td>reliable sources from hearsay or whim.</td>
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<td>- To develop news gathering habits that</td>
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<td>facilitate lifelong civic engagement.</td>
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<td>- To elevate the important role that</td>
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<td>journalism plays in a healthy democracy.</td>
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<td>Students develop critical thinking skills</td>
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<td>about world news and news sources.</td>
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### A Free and Open Press: Evaluating the Media

From PBS. Students will:
- Compare and critically evaluate the different media as sources of news;
- Develop criteria for defining "news";
- Experience the editorial process of selecting news stories;
- Detect bias in news reporting;
- Recognize differences between straight news and editorials, and between reporting and analysis;
- Examine the role of competition in news reporting;
- Analyze the effects of media ownership on news reporting and analysis;
- Organize information into a concise format;
- Summarize the main points of an issue;
- Communicate orally and in writing.

10 - 12

http://www.pbs.org/flashpointsusa/20030916/educators/lessonplan.html
Websites; University, State, and National Library Guides

AllSides

**News:** Unlike regular news services, AllSides exposes bias and provides multiple angles on the same story so you can quickly get the full picture, not just one slant. **Issues:** You don’t know an issue if you only know one side. Replace narrow-minded group-think with depth, context and diversity so you can decide for yourself. **Dialog:** Tired of hearing from haters and trolls when you want real dialog? AllSides lets you have civil discussions, even with people who disagree with you. **Search:** Unlike traditional search that promotes the most popular or best marketed results, AllSides highlights different perspectives for a deeper understanding. **Schools:** Can you teach critical thinking in a world of slanted news and Internet blather? AllSides helps teachers do just that and fulfill Common Core requirements.

https://www.allsides.com/unbiased-balanced-news

American Library Association

*Fake News: A Library Resource Round-Up*

http://www.programminglibrarian.org/articles/fake-news-library-round

The News Literacy Project

*The News Literacy Project is a national education nonprofit offering nonpartisan, independent programs that teach students how to know what to believe in the digital age.*

https://newslit.org/

News & Media Literacy Toolkit

*From Common Sense Media: Built on more than 10 years of expertise and classroom testing, these lessons and related teaching materials give students the essential skills to be smart, savvy media consumers and creators. From lesson plans about fact-checking to clickbait headlines and fake news, we’ve covered everything.*

https://www.commonsense.org/education/toolkit/news-and-media-literacy

Fight Fake News

*This site was compiled by Erica Trowbridge, Secondary Media Specialist and Technology Coach for Oakridge Public Schools in Muskegon, Michigan.*

https://edtechresourcesbyerica.weebly.com/fight-fake-news.html

Open Sources

*Professionally curated lists of online sources, available free for public use.*

http://www.opensources.co/

California State University, Northridge

https://libguides.csun.edu/fact-checking/home
Central Michigan University
Political Science: About Fake News and Information Literacy
https://libguides.cmich.edu/c.php?g=103947&p=5113487

Enoch Pratt Free Library, State Library Resource Center
http://www.slrc.info/resources/guides/?id=4735

Grand Valley State University
Multimedia Journalism: “Fake” News
https://libguides.gvsu.edu/c.php?g=264552&p=4265899

Eastern Michigan University
Evaluating News Sources
http://guides.emich.edu/newseval

Harvard
https://guides.library.harvard.edu/fake

State Library of Iowa
Combat Fake News with Trusted Sources handouts

Loyola Marymount University
Keepin' It Real: Tips & Strategies for Evaluating Fake News
http://libguides.lmu.edu/fakenews

Massachusetts Library System
http://guides.masslibsystem.org/fakenews

Mississippi State University
http://guides.library.msstate.edu/c.php?g=672253&p=4772779

Michigan State University
Newspaper Guide: Fake News
https://libguides.lib.msu.edu/c.php?g=95580&p=4426732

New Jersey State Library
http://libguides.njstatelibrary.org/facts/fake_news

Oakland University
Library Guide to Fake News
https://research.library.oakland.edu/sp/subjects/guide.php?subject=FakeNews

Penn State University
http://guides.libraries.psu.edu/fakenews
Games, Quizzes, Interactives

Escaping Fake News - Virtual Breakout

For use with Opposing Viewpoints in Context database (Note: Michigan residents can freely access Opposing Viewpoints in Context at http://mel.org/databases)

Participants help SuperGale and Captain Database escape from Professor Decepto’s lab as they learn about Fake News and how to use Gale’s Opposing Viewpoints in Context. Breakout: http://bit.ly/EscapingFN Note: print off the Clue Answer Sheet (http://bit.ly/EFN-Clues) before doing the breakout and use it to keep track of your clues!

Scavenger Hunt: Fake News

For use with Opposing Viewpoints in Context database (Note: Michigan residents can freely access Opposing Viewpoints in Context at http://mel.org/databases)

- Scavenger Hunt Answers
  https://assets.cengage.com/gale/docs/training/OVIC_Fake_News_Scavenger%20Hunt_Answers.pdf
Factitious

A game that tests your news sense.
http://factitious.augamestudio.com/#/

Interland

Elementary kids can play their way to being Internet Awesome with Interland, an online adventure that puts the key lessons of digital safety into hands-on practice with four challenging games. From Google.
https://beinternetawesome.withgoogle.com/interland

The Fake News Challenge: A Skype Game

Grades 3-12. We need our students to be critical thinkers. This game is a way to play-to-learn critical thinking skills surrounding false information found online. This game is designed to help your students think more deeply about the information they find and use from online sources.
https://education.microsoft.com/fakenews

How to Spot Fake News

From NatGeo Kids. How to spot fake news! Can you believe everything you read? Not always. Sometimes it’s hard to tell the difference between real-life headlines and made-up ones—especially on the Internet. And some people try to trick you on purpose. Follow these tips for sniffing out fake news. Then test yourself by reading five stories to see if you can tell the difference between the real-life headlines and the phony-balonies!

BBC iReporter

A journalism-themed RPG developed by the UK animation studio Aardman. Players are forced to make a handful of choices about source credibility, fact-checking, and working on the clock to make a deadline. The only way to win is to develop a credible story.
https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096

Quiz: Can You Spot the Fake News Story?

In the age of digital information overload and the current divisive climate in the United States, discerning whether information you read is fact-based or fake can be tricky. As you scroll through social media, it’s important to keep a keen, skeptical eye and an awareness of our own and others’ bias. It’s also critical to carefully consider wild claims and suspect sources. A well-known nonprofit, for example, may provide seemingly credible sourcing for a particular story, but lean toward their own agenda. A trusted news organization may have sponsored content—a.k.a native ads—peppered into its homepage, which can be tricky to spot. A website may look credible but be devoid of truth. The key is to identify objective news sources you trust and scrutinize content you come across. Think you can spot “fake news?” Take the quiz!
Quiz: Can You Spot the Fake News Stories?
Fake news stories on the internet have been at the centre of the post-US election fallout. Can you disentangle the fact from the fiction?

Politifact “Faked Out” news evaluation quiz
Fake news is everywhere, but it can be difficult to spot. We’ve come up with 10 questions to ask about sources when you are suspicious of a report. Our questions serve as a starting point when navigating the news.
http://www.politifact.com/punditfact/article/2017/jun/19/real-or-fake-tour-fake-news-quiz-find-out/

BBC weekly quiz
New quiz of the week for November 11, 2016
<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Opposing Viewpoints in Context Training</th>
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<tr>
<td>Classroom Integration</td>
<td>This tutorial shows teachers how Opposing Viewpoints In Context supports curriculum and enhances classroom learning.</td>
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<tr>
<td>Topic Pages</td>
<td>This tutorial shows you how to use topic pages within Opposing Viewpoints In Context to research key issues and topics of debate.</td>
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<tr>
<td>Gale Tools - Citations</td>
<td>This tutorial shows you how to use Citation Tools found in many Gale resources to simplify the research process.</td>
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<tr>
<td>Gale Tools - Highlights and Notes</td>
<td>This tutorial shows you how to use Highlights and Notes to keep track of key concepts and document sections within many Gale resources.</td>
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<tr>
<td>Gale Tools - Downloading and Sending to Google Drive and OneDrive</td>
<td>This tutorial shows you how to download results or send documents to Google Drive or Microsoft OneDrive from many Gale resources.</td>
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<tr>
<td>Gale Tools - Google Classroom Integration</td>
<td>This tutorial shows you how to integrate materials from library resources directly into your Google Classroom site to share with students.</td>
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<tr>
<td>Gale Tools - Bookmarking</td>
<td>This tutorial shows you how to use the Bookmark tool found in many Gale resources to create persistent links back to documents, searches, and more.</td>
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<tr>
<td>Gale Tools - Topic Finder</td>
<td>This tutorial shows you how to use the Topic Finder found in many Gale resources to analyze search results and create a unique research topic.</td>
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<td><a href="https://assets.cengage.com/gale/docs/training/OVIC_ResourcesGuide.pdf">https://assets.cengage.com/gale/docs/training/OVIC_ResourcesGuide.pdf</a></td>
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<td>Lesson Plan</td>
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