

FACT VS. FICTION

Teaching Critical Thinking Skills
in the Age of Fake News

AUDIOBOOK SUPPLEMENT

JENNIFER LAGARDE AND DARREN HUDGINS

International Society for Technology in Education

PORTLAND, OREGON • ARLINGTON, VIRGINIA

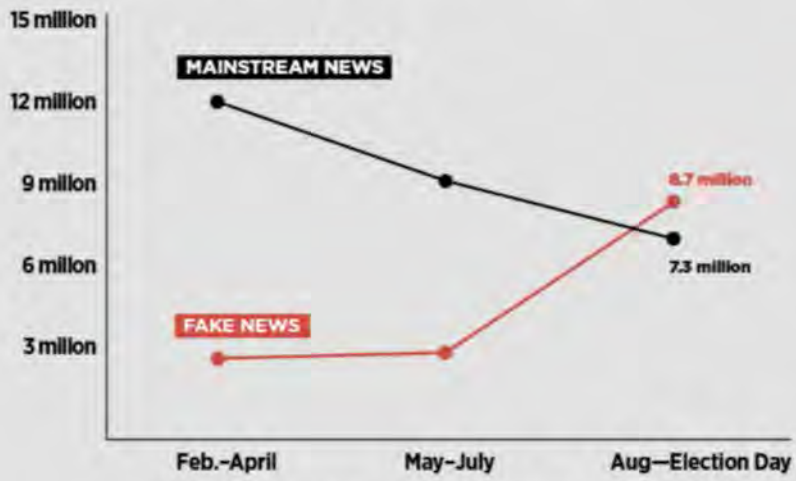
Fact vs. Fiction: Teaching Critical Thinking Skills in the Age of Fake News

Jennifer LaGarde and Darren Hudgins

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First Edition

Total Facebook Engagements for Top 20 Election Stories



ENGAGEMENT REFERS TO THE TOTAL NUMBER OF SHARES, REACTIONS, AND COMMENTS FOR A PIECE OF CONTENT ON FACEBOOK SOURCE: FACEBOOK DATA VIA BUZZSUMO

Chapter 1



1. What's your why? In this chapter we shared some of the reasons why we felt a sense of urgency to write this book. What is your current motivation for wanting to help your students grow as information consumers and critical thinkers in the age of fake news?

2. Think about all the information presented in this chapter and take a minute to identify which pieces are, to you, the most urgent. Now think about your school or district. With whom would you most like to have a conversation about the information you prioritized? What would that conversation look like?

3. Tweet us! Yay! Your school has decided to hold a monthly Twitter chat aimed at parents and other community members. And there's more great news! This month the topic is media literacy. What are some Tweets you'd share on the night of the chat to help families better understand the phenomenon of fake news?

Share your thoughts and reflections with us: [@jenniferlagarde](#) and [@dhudgins](#) #factvsfiction



Figure 2.1 This political cartoon (attributed to Benjamin Franklin) originally appeared during the French and Indian War, but was recycled to encourage the American colonies to join the Albany Plan of Union in the 1750s.

Is it Current?

When was it published? Are their references current? Is currency important for your topic?

Is it Relevant?

Does the info relate to my topic? What audience is it written for? Is it an appropriate level for my needs?

Is it Authoritative?

Who is the author/organization? Are they qualified? Is it edited or peer-reviewed? If a website, does the URL tell you anything?

Is it Accurate?

Where does the information come from? Are there references? Are there errors, broken links, etc.?

What is its Purpose?

What's the purpose of the information? Advertising? Scholarly work? Opinion? Is there bias?

Adapted from Meriam Library, California State University, Chico, California

Figure 2.2 Based on the American Library Association's guidelines for evaluating information, the CRAAP test was developed by librarians at Meriam Library of California State University, Chico.

Chapter 2



1. Historical figures such as Benjamin Franklin can often seem infallible to students. How can we use examples of fake news from history to help student understand the psychology behind this phenomenon?
2. What personal biases do you need to be aware of as you consume information both personally and professionally? How might these biases potentially affect the way you approach media literacy with students?
3. Tweet us! What kinds of conversations do you think educators need to be having around the concepts of confirmation bias and implicit bias? Share some examples from your school or district in which educators have come together to talk about how these types of bias affect their practice.

Share your thoughts and reflections with us: [@jenniferlagarde](#) and [@dhudgins](#) #factvsfiction

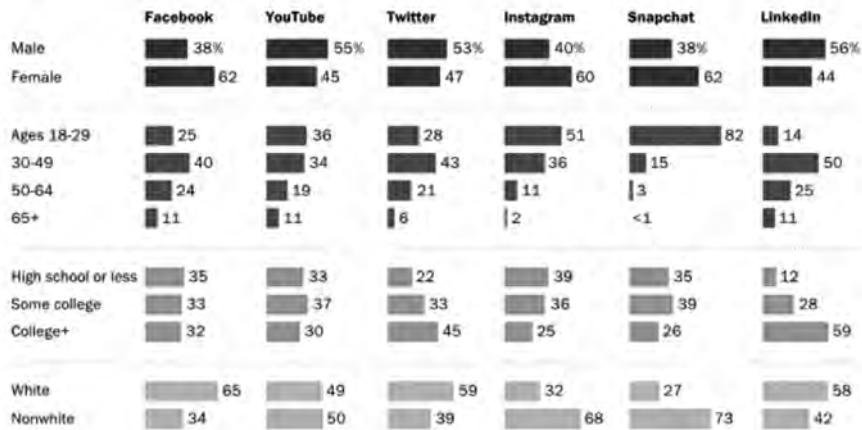


Figure 3.1 This cartoon was shared countless times on social media as an expression of our collective frustration, with many people asking some version of the question: So, what do we do now?

Social media news user profiles

Social media news user profiles

% of each social media site's news users who are ...



Note: Tumblr, Reddit, and WhatsApp not shown. Nonwhite includes all racial and ethnic groups, except non-Hispanic white.

Source: Survey conducted Aug. 8-21, 2017.

"News Use Across Social Media Platforms 2017"

PEW RESEARCH CENTER

Figure 3.2 Where do you get your news? If the answer is on Facebook, Instagram, or Snapchat, you're not alone.

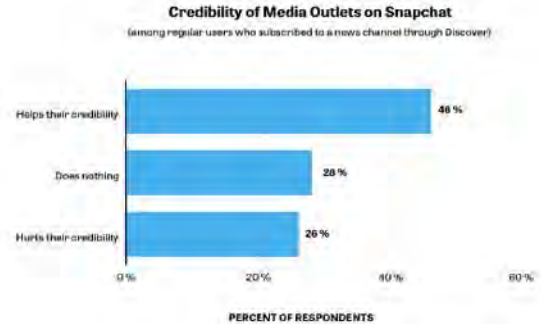
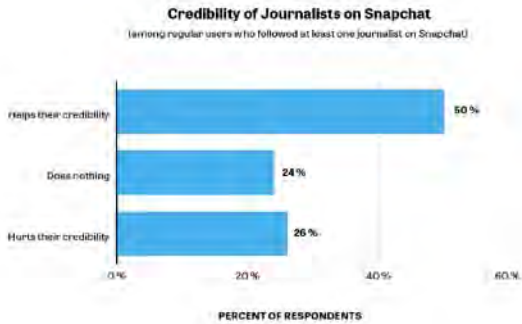


Figure 3.3 It's a snap! Being a Snapchat account holder boosts journalists' credibility with other Snapchat users.



Figure 3.4 When Neil Gaiman responds to your tweet, things get real.

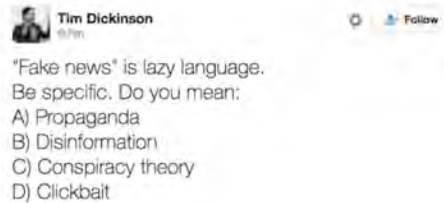












Figure 3.5 Follow Tim Dickinson's lead: Don't use "lazy language," identify the true problem. Posted by user @7im Tim Dickinson about "fake news" shortly after the 2016 U.S. Presidential Election.

BEYOND 'FAKE NEWS'

10 TYPES OF MISLEADING NEWS

propaganda  <ul style="list-style-type: none"> adopted by governments, corporations and non-profits to manage attitudes, values and knowledge appeals to emotions can be beneficial or harmful 	partisan  <ul style="list-style-type: none"> ideological and includes interpretation of facts but may claim to be impartial privileges facts that conform to the narrative whilst forgoing others emotional and passionate language 	IMPACT <ul style="list-style-type: none"> neutral low medium high MOTIVATION <ul style="list-style-type: none"> money politics/power humour/fun passion (mis)inform
clickbait  <ul style="list-style-type: none"> eye catching, sensational headlines designed to distract often misleading and content may not reflect headline drives ad revenue 	conspiracy theory  <ul style="list-style-type: none"> tries to explain simply complex realities as response to fear or uncertainty not falsifiable and evidence that refutes the conspiracy is regarded as further proof of the conspiracy rejects experts and authority 	
sponsored content  <ul style="list-style-type: none"> advertising made to look like editorial potential conflict of interest for genuine news organisations consumers might not identify content as advertising if it is not clearly labeled 	pseudoscience  <ul style="list-style-type: none"> purveyors of greenwashing, miracle cures, anti-vaccination and climate change denial misrepresents real scientific studies with exaggerated or false claims often contradicts experts 	
satire and hoax  <ul style="list-style-type: none"> social commentary or humour varies widely in quality and intended meaning may not be apparent can embarrass people who confuse the content as true 	misinformation  <ul style="list-style-type: none"> includes a mix of factual, false or partly-false content intention can be to inform but author may not be aware the content is false false attributions, doctored content and misleading headlines 	
error  <ul style="list-style-type: none"> established news organisations sometimes make mistakes mistakes can hurt the brand, offend or result in litigation reputable orgs publish apologies 	bogus  <ul style="list-style-type: none"> entirely fabricated content spread intentionally to disinform guerrilla marketing tactics: bots, comments and counterfeit branding motivated by ad revenue, political influence or both 	
DIG DEEPER...		
false attribution authentic images, video or quotes are attributed to the wrong events or person	misleading content does not represent what the headline and captions suggest	
counterfeit websites and Twitter accounts that pose as a well-known brand or person	doctored content content, such as statistics, graphs, photos and video have been modified or doctored	

N.B. The impact and motivation assignments are not definitive and should just be used as a guide for discussion

eavi
 MEDIA LITERACY
 for CITIZENSHIP
 www.eavi.eu




Figure 3.6 As fake news creators prepare for future elections, resources like this, and those shared in Chapter 6, help students quickly identify suspect information sources.

Chapter 3



1. Consider the last photo you posted. Did you use Facetune to take away a few wrinkles? Apply a filter to set the mood? We are all creating and altering digital age primary sources all the time. How can we change existing research projects to help sharpen our students' skills in discerning whether or not online content has been altered and what the purpose of those alterations might be?

2. Rate your own familiarity with the tools your students use regularly to access news and information. What implications does your answer have on your own professional learning?

Not at all familiar ● ————— ● ————— ● ————— ● ————— ● Very familiar

3. Tweet us! What are some ways your school or district is working to make sure *all* students have equitable access to technology that includes opportunities for them to grow as information consumers and creators?

Share your thoughts and reflections with us: [@jenniferlagarde](#) and [@dhudgins](#) #factvsfiction



Figure 4.1 Divisive slogans on a high school's Student Voice Wall are an attack on empathy.

Table 4.1 Ways to Challenge an Idea Without Diminishing a Person

Replace This Language ...	With ...
You are wrong.	I've seen some evidence that contradicts what you're saying, let me share it with you ...
I don't believe you.	Can you show me some research that helped you form that opinion? I'd like to learn more.
All people who believe that are _____.	We may not agree on this issue, but that doesn't mean we can't still be friends.
If you believe _____, then you're not a real _____.	I respect your right to disagree with me.

Chapter 4



1. Educator Chad C. Everett posits that the end point of empathy is not feelings, but action. In other words, it's not enough to just *understand* how someone feels, we must *act* on that understanding. How can we use technology to help our students take actions that reflect their understanding of how others feel?

2. Which of the Five Core Principles shared in this chapter are the most challenging for you personally? What steps can you take to strengthen this area?

3. Tweet us! How is your school or district approaching incidents like those described in this chapter when political discord has affected behavior at school? Can you share some strategies for having these important, but sometimes sensitive, conversations with students? Colleagues? Parents?

Share your thoughts and reflections with us: @jenniferlagarde and @dhudgins #factvsfiction

Fake News Self-Assessment

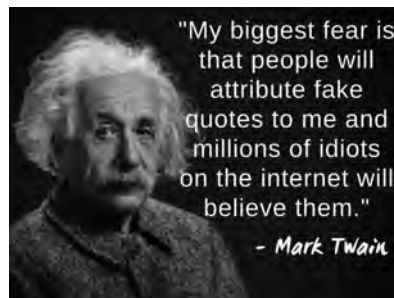
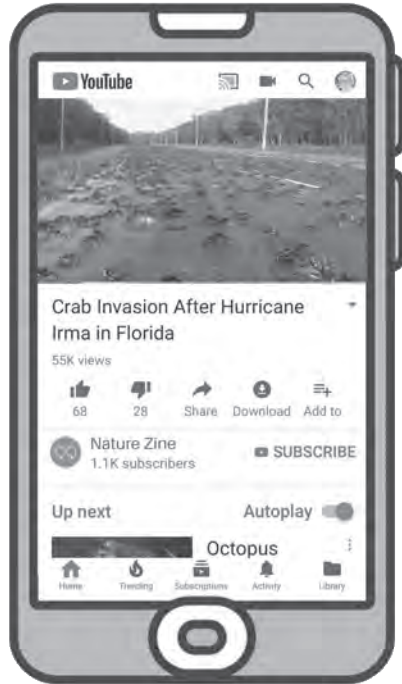


Figure 5.1 The great thing about the internet is that anyone can post just about anything, any time. The terrible thing about the internet is that anyone can post just about anything, any time—including photos of Albert Einstein next to fabricated words of wisdom, attributed to Mark Twain.

FAKE NEWS SELF-ASSESSMENT



Legitimate News "Fake News"

From what app is the story being accessed?

If you feel the story is fake, further categorize it. Select all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Propaganda | <input type="checkbox"/> Clickbait |
| <input type="checkbox"/> Disinformation | <input type="checkbox"/> Satire |
| <input type="checkbox"/> Conspiracy Theory | <input type="checkbox"/> Misleading Statistics |
| <input type="checkbox"/> Bias/Prejudice | <input type="checkbox"/> Altered Images/Videos |

In the space below, list examples of items in this story that led you to be suspicious of its content.

How confident are you in your assessment?



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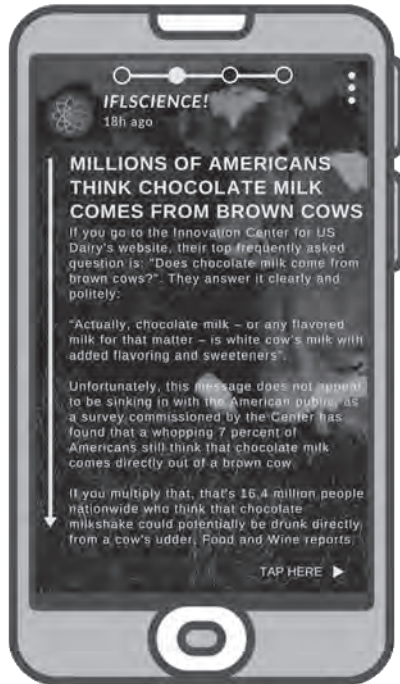
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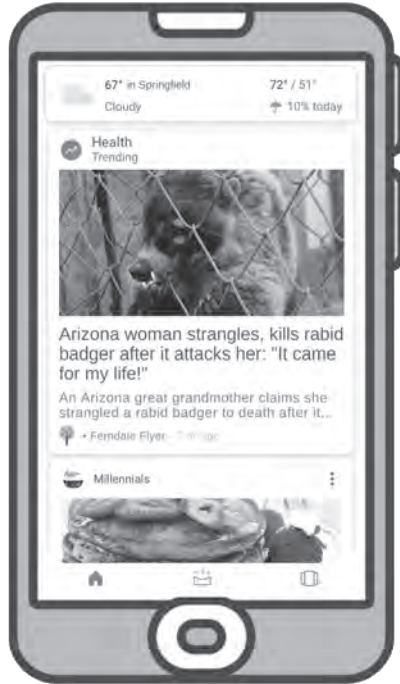
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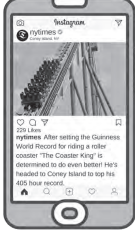



Answers: Fake News Self-Assessment

Ready to check how you did? Table 5.1 lists the details on each news story.

Table 5.1 Self-Assessment Answer Key

Story	Status	App	Notes
	Fake	YouTube	This story uses a <i>clickbait</i> title and a video of another event (natural crab migration) to spread <i>disinformation</i> about a real one: Hurricane Irma. YouTube has surpassed Facebook in number of American users (Majority, 2018).
	Fake	Snapchat	This story uses a <i>clickbait</i> title and <i>misleading numbers</i> along with an unrelated graph to spread <i>propaganda</i> related to a proposed minimum wage increase. Snapchat presents news stories in ways that are often difficult to discern from advertisements.
	Fake	Twitter	This story uses a <i>clickbait</i> title to spread <i>propaganda</i> related to a real law proposing increased conservation efforts in California. Twitter is a growing news source among all age groups (Shearer and Gottfried, 2017).
	Fake	Facebook	This story uses a <i>clickbait</i> title to stoke <i>conspiracy theories</i> related to government overreach. During the last U.S. presidential election, fake news stories like this were shared more often on Facebook than legitimate news stories (Silverman, 2016).

Story	Status	App	Notes
	Real	Snapchat	<p>This is a real story! But it still uses some <i>misleading statistics</i> to get you to click on it. Instead of saying “Only 7% of Americans believe brown cows produce chocolate milk” the authors of this story chose to lead with, “Millions of Americans” Snapchat continues to grow as a new source especially among young people (Anderson & Jiang, 2018).</p>
	Fake	Facebook	<p>This fake news story uses a <i>misleading video</i> to spread <i>disinformation</i> about a global leader during a highly politicized event. Although bad lighting contributed to this example, such apps as FakeApp and Lyrebird give anyone with a computer or smartphone the ability to create what are known as “<i>deep fakes</i>” or highly edited videos that make it seem as though a person has said something they really didn’t (Meserole & Polyakova, 2018). YouTube has yet to come up with a plan for combating them (Lewis, 2018).</p>
	Real	Instagram	<p>This Instagram story is real. Although the numbers are incredible, they are accurate.</p>
	Fake	YouTube	<p>This fake story relies on a <i>clickbait</i> title and <i>disinformation</i> in the form of a <i>misleading image</i> along with reference to “hundreds of missing people” in the lead to the story in order to get people to click on it. Facebook has recently implemented an “about this article” feature that allows users to learn more about the sources of information before clicking (Lewising, 2018).</p>

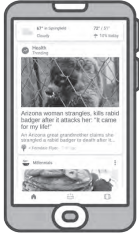







Story	Status	App	Notes
	Fake	Google (News Alerts)	This fake story uses a <i>clickbait</i> title and a <i>manipulated image</i> (to depict a rabid badger) in order to spread <i>disinformation</i> . Google and similar apps allow users to create news notifications that are tailored to them based on their browsing habits along with user selections. The result is the mobile version of a filter bubble.
	Fake	Browser (such as Safari)	This fake news story is an example of <i>satire</i> , or actual fake news. Although satirical news sites identify themselves as such, they are often shared like legitimate news stories, particularly when the fake headlines parallel existing <i>conspiracy theories</i> (Woolf, 2016).
	Fake	Apple News Alerts	This fake news story uses <i>disinformation</i> in the form of <i>misleading statistics</i> to make readers think scooters are unsafe. Even if the numbers in the story are true, they are presented outside of the context of other years or even the total number of scooter owners. Apple News and similar apps allow users to create news notifications that are tailored to them based on their browsing habits along with user selections.
	Real	Instagram	This story is real. Brrrrr!

Table 5.2 Other Online Fake News Self-Assessments

Resource	Source	Description	Access
Factitious	JoLT: A collaboration between American University’s GameLab and School of Communication	You can view stories with or without their sources or source before choosing fake or real.	 bit.ly/2JKUbFN
Can You Spot the Fake News Story?	Houghton Mifflin Harcourt’s Channel One News: An award-winning daily news program that encourages young people to become informed, global citizens	This quick quiz tests your ability to pick a fake news story from a real one. Be sure to scroll down for access to several lesson plans related to fake news.	 bit.ly/2JKUTCX
Can You Spot Fake News?	Penguin Books: Publisher of trade books in the United States	Inspired by the book <i>A Field Guide to Lies and Statistics</i> by Daniel Levitin, this quiz focuses on the ways statistics and “dodgy science” are used to mislead.	 bit.ly/2JTwlra
Can You Spot the Fake News Stories	BBC News Service, British Broadcasting Company: the world’s largest public broadcasting service	This is an interesting take on how fake news in the U.S. is viewed in Great Britain.	 bbc.in/2JUDSX2

Resource	Source	Description	Access
Real or Fake?	Pundifact: A fact-checking website that rates the accuracy of claims by elected officials and others who speak up in American politics	Rather than present example news stories for you to evaluate, this quiz asks about the attributes of a story you've found elsewhere, and then warns of potential warning signs.	 bit.ly/2JUDYOo
Our Fake News Self-Assessment		Google Forms version of our Fake News Self-Assessment.	 bit.ly/FvsFSelf_AssessmentCOPY

Chapter 5



1. How did you do on the Fake News Self-Assessment? What surprised you most about your results? What next steps will you take to continue your own learning in this area?

2. Rate your current media literacy program in terms of how you feel it prepares today's learners to access and evaluate information *their way*?



One Bar:
Weak Signal



Three Bars:
Getting There










Five Bars:
Signal Is Strong





3. Tweet us! We want to know how your students or colleagues did on the Fake News Self-Assessment! What kinds of conversations arose from using this tool with other learners or educators?



Share your thoughts and reflections with us: [@jenniferlagarde](#) and [@dhudgins](#) #factvsfiction




Table 6.1 Tools for Evaluating Credibility

Resource	Grade Levels	Description	Access
Library Girl's Tips for Spotting Fake News <i>(Source: Jennifer LaGarde)</i>	ES +	Infographic to help students evaluate a news story.	 bit.ly/tips4spottingfakenews
How to Spot Fake News <i>(Source: IFLA)</i>	ES +	Infographic to help students evaluate a news story.	 bit.ly/2JZsCIX
5 Ways to Spot Fake News <i>(Source: Common Sense Media)</i>	ES+	Video outlining five tips to help students evaluate news sources.	 bit.ly/2KadSGW
CARS Checklist for Evaluating Internet Sources <i>(Source: Andy Spinks)</i>	ES +	List of questions to help students evaluate information.	 bit.ly/CARSchecklist

Resource	Grade Levels	Description	Access
<p>Is This Story Share-Worthy? Flowchart</p> <p>(Source: NewseumED)</p>	ES +	Infographic to help students evaluate information by deciding if it is something they would endorse by sharing with others.	 bit.ly/2I2CUD5
<p>Five Ws of Website Evaluation</p> <p>(Source: Cathy Schrock)</p>	Upper ES +	List of questions to help students evaluate information. Questions are modeled after the “five Ws” often used by journalists.	 bit.ly/2K1tjBw
<p>How to Fact Check with Google Using Reverse Image Search</p> <p>(Source: Common Sense Education)</p>	Upper ES +	Video with tips for using Google’s reverse image search to help students evaluate information.	 http://bit.ly/2LCMwpy
<p>Web Evaluation: Does This Website Smell Funny to You?</p> <p>(Source: AASL)</p>	Upper ES +	List of questions, called the FART Test, to help students evaluate a website. Created to compliment the CRAAP Test protocol.	 bit.ly/2K2KHwo

Resource	Grade Levels	Description	Access
<p>The CRAAP Test</p> <p><i>(Source: Meriam Library, California State University, Chico)</i></p>	MS	List of questions to help students evaluate information.	 <p>bit.ly/2K2K1jO</p>
<p>Here's How to Outsmart Fake News in Your Facebook Feed</p> <p><i>(Source: CNN)</i></p>	MS +	Series of recommendations from journalists to help students recognize suspect news stories.	 <p>cnn.it/2l2A7K7</p>
<p>10 Ways to Spot a Fake News Article</p> <p><i>(Source: EasyBib)</i></p>	MS +	List of questions to help students evaluate information.	 <p>bit.ly/2K6PJkw</p>
<p>Evaluating a News Article</p> <p><i>(Source: EasyBib)</i></p>	MS +	Infographic to help students evaluate a news story.	 <p>bit.ly/2K7en4C</p>




Resource	Grade Levels	Description	Access
Fact Check Like a Pro <i>(Source: Indiana University East)</i>	MS +	Infographic to help students evaluate a news story.	 bit.ly/2K7eDkf
The Problem with Fake News and How Our Students Can Solve It <i>(Source: John Spencer)</i>	MS +	Video with tips, called the Five Cs of Critical Consuming, for helping students evaluate a new story.	 bit.ly/2K5014H
How to Spot Fake News <i>(Source: FactCheck.org)</i>	MS +	Video with tips for helping students evaluate a new story.	 bit.ly/2JZynGz
Introducing IMVAIN <i>(Source: Center for News Literacy)</i>	MS +	Set of tips with an acronym mnemonic to help students evaluate a news story.	 bit.ly/2K17HoG





Resource	Grade Levels	Description	Access
<p>Evaluating Sources: Using the RADAR Framework</p> <p><i>(Source: William H. Hannon Library, Loyola Marymount University)</i></p>	HS	List of questions, targeting older students, to help them evaluate information.	 bit.ly/2K2tE6M
<p>Top Six Red Flags that Identify a Conspiracy Theory Article</p> <p><i>(Source: Vanessa Otero)</i></p>	HS	Series of tips to help older students identify a conspiracy theory within a news story or article.	 bit.ly/2l1fUnT
<p>The Future of Fake News</p> <p><i>Source: Edutopia</i></p>	HS	List of five essential questions to help students identify bias in a news story.	 https://edut.to/2wui1NI





Sample Lesson Plans


The resources in Table 6.2 are examples of lessons created by educators from around the world who have found success in helping students discern fact from fiction in the news they consume. Rich with supplemental materials, many of these lesson plans could be adapted to meet the needs of a wide variety of learners.

Table 6.2 Sample Lesson Plans

Resource	Grade Levels	Description	Access
<p>I Taught My 5th Graders How to Spot Fake News. Now They Won't Stop Fact Checking Me.</p> <p><i>(Source: Vox)</i></p>	Upper ES +	Article by Scott Bedley that contains a lesson used with fifth-grade students.	 bit.ly/2K6HUva
<p>Supermoons Cause Tidal Waves—True or False?</p> <p><i>(Source: School Library Journal)</i></p>	Upper ES	News literacy program for fourth graders.	 bit.ly/2l3kdz4
<p>Educator Toolkit: News & Media Literacy</p> <p><i>(Source: Common Sense Media)</i></p>	ES +	Curricula including lesson plans for all grade levels.	 bit.ly/2K3uQa6

Resource	Grade Levels	Description	Access
<p>Facts vs. Opinions vs. Informed Opinions and Their Role in Journalism</p> <p><i>(Source: Common Sense Education)</i></p>	ES+	Activities for determining the difference between the opinions and facts, as well as encourage critical thinking.	 bit.ly/2wwNmit
<p>How to Choose Your News</p> <p><i>(Source: TED-Ed)</i></p>	MG +	Customizable lesson and accompanying video on how news is reported and how to evaluate it for accuracy and bias.	 bit.ly/2K0qsbU
<p>Evaluating Sources in a “Post-Truth” World: Ideas for Teaching and Learning About Fake News</p> <p><i>(Source: The New York Times)</i></p>	MG +	Multipart lesson with ideas, questions, and resources for teaching about fake news; linked version for ELL students.	 nyti.ms/2K1j00i
<p>Curriculum and Lessons</p> <p><i>(Source: University of Missouri School of Journalism)</i></p>	MG +	Hundreds of lesson plans and resources related to journalism, news literacy, and civic education; for students and teachers.	 bit.ly/2K2rYdn




Resource	Grade Levels	Description	Access
<p>Lesson Plan: How to Teach Your Students About Fake News</p> <p><i>(Source: PBS)</i></p>	MS +	Warm-up, main, and extension activities aimed to help students to navigate the media and evaluate news.	 <p>to.pbs.org/2K1XS6T</p>
<p>Fact or Fiction? 8 TED-Ed Videos and a TED Talk to Show to Your Students</p> <p><i>(Source: TED-Ed)</i></p>	MS +	Lessons for helping you teach students about about fake news.	 <p>bit.ly/8TEDED_fake_newsvids</p>
<p>Media Literacy & Fake News—A Lesson Plan</p> <p><i>(Source: C-Span)</i></p>	MS +	Five videos, including one from the satirical site, <i>The Onion</i> , as well as questions that challenge learners to consider the reasons why someone might want to create a fake news story.	 <p>bit.ly/2K51W9p</p>
<p>Critical Evaluation of a Web Page</p> <p><i>(Source: Kathy Schrock)</i></p>	MS +	Materials, including an intentionally bogus website, that encourage students to use brainstorming to create their own protocol for spotting suspicious information online.	 <p>bit.ly/2K2URmJ</p>

Resource	Grade Levels	Description	Access
<p>3 Fast Free Lesson Plans for Fighting Fake News</p> <p><i>(Source: Vicki Davis)</i></p>	MS +	Three quick “bell ringer” activities to help students consider ways to identify suspicious content online.	 <p>bit.ly/2I5slPw</p>
<p>Lesson Plan: Fighting Fake News</p> <p><i>(Source: KQED)</i></p>	HS	Resources, prompts, and activities to help students to determine the consequences of fake news becoming widespread and to evaluate news stories.	 <p>bit.ly/2K768po</p>
<p>Hoax or No Hoax? Strategies for Online Comprehension and Evaluation</p> <p><i>(Source: Read Write Think)</i></p>	HS	A multisession unit designed to help students develop strategies for identifying hoax news stories from real ones.	 <p>bit.ly/2K45UPU</p>
<p>Fake News</p> <p><i>(Source: Nearpod)</i></p>	HS	Activities and resources to help students consider the effect of fake news on society and develop strategies for identifying suspicious news stories; includes both a pre- and post-lesson assessment.	 <p>bit.ly/2JZR3CA</p>

Fact-Checking Tools and Other Useful Resources

The resources in Table 6.3 are examples of tools that can be used to determine if a news story or website has already been debunked or otherwise identified as containing suspect information. We recommend using these resources with students who are in middle school or older. Meanwhile, Table 6.4 includes some additional resources to help students from elementary to high school become skilled soldiers in the fight against fake news!

Table 6.3 Tools for Fact Checking Content

Resource	Description	Access
FactCheck.Org	FactCheck.org is a project of the Annenberg Public Policy Center of the University of Pennsylvania.	 www.factcheck.org
Snopes.com	Debunking for more than twenty years, Snopes.com has come to be regarded as an online touchstone for research on rumors and misinformation. (See the sidebar, “A Word About Snopes.com.”)	 bit.ly/2K66e0A
Whois Lookup	DomainTools offers this search site as a way to learn more about a website based on its domain or IP address.	 whois.domaintools.com















Resource	Description	Access
Hoax-Slayer	Besides debunking and publishing educational articles on hoaxes and scams, this site provides a resource where you can search to check the veracity of email and social media messages.	 bit.ly/2K7vvHo
Fact Checker	This online column from <i>The Washington Post</i> newspaper provides “the truth behind the rhetoric.”	 wapo.st/2K2l3jq
FotoForensics	This site enables you to submit an image to determine if it has been manipulated.	 www.fotoforensics.com





Table 6.4 Potpourri: Other Useful Resources for Combatting Fake News

Resource	Grade Levels	Description	Access
Checkology <i>(Source: The News Literacy Project)</i>	ES +	Online learning management system designed to equip students with the tools to evaluate and interpret the news.	 checkology.org
NewseumED <i>(Source: Newseum)</i>	ES +	Collection of learning tools on media literacy and the First Amendment.	 newseumed.org
Linkbait Title Generator <i>(Source: Content Row)</i>	ES +	Tool that gives students the chance to practice generating their own clickbait headlines.	 bit.ly/clickbaitgenerator
How Savvy Are Your Students? 7 Fake Websites to Really Test Their Evaluation Skills <i>(Source: EasyBib)</i>	ES +	Collection of hoax websites to use with students.	 bit.ly/2K96ADG
Tackling Fake News: Strategies for Teaching Media Literacy <i>(Source: Scholastic)</i>	ES +	Collection of resources and lessons for helping students sharpen their media literacy skills.	 bit.ly/2K4Qfje

Resource	Grade Levels	Description	Access
Break Your Own News <i>(Source: Jonathan Cresswell)</i>	MS +	Site that allows students to create their own “breaking news” story featuring tactics frequently used by creators of fake news.	 bit.ly/2K0XhIQ
Bad News <i>(Source: Cambridge University)</i>	MS +	Online game that allows students to make decisions about contributing to the spread of fake news.	 bit.ly/2I5KNaJ
Quiz: How Well Can You Tell Factual from Opinion Statements? <i>(Source: Pew Research Center)</i>	MS +	Quiz that allows students and educators to see how their own biases affect their ability to discern fact from opinion in the news.	 pewrsr.ch/2K2Y59P
Center for News Literacy <i>(Source: Stony Brook University)</i>	MS +	Collection of resources designed to help teach students how to use critical thinking skills to judge the reliability and credibility of news reports and news sources.	 bit.ly/2JYpKMe

Resource	Grade Levels	Description	Access
<p>List of Satirical News Websites</p> <p><i>(Source: Wikipedia)</i></p>	MS +	Crowdsourced list of hoax websites.	 <p>bit.ly/2K48jdf</p>
<p>Fake News. It's Complicated</p> <p><i>(Source: Harvard University's John F. Kennedy School of Government)</i></p>	MS +	Collection of resources to help students identify the different types of false information they may encounter.	 <p>bit.ly/2K1XchR</p>
<p>Media Bias Chart</p> <p><i>(Source: Vanessa Ortero)</i></p>	HS +	Resource for helping students and educators identify bias within widely used news sources. <i>(Note: This chart is updated frequently, so a search for the latest version may be necessary.)</i>	 <p>bit.ly/2LCznNm</p>
<p>False, Misleading, Clickbait-y, and/or Satirical "News" Sources</p> <p><i>(Source: Melissa Zimdars, Merrimack College)</i></p>	HS +	List of strategies, definitions, and news sources that have been identified as false or misleading.	 <p>bit.ly/fakenews_doc</p>

Resource	Grade Levels	Description	Access
Reverse Image Search <i>(Source: TinEye)</i>	HS +	Resource that helps students track an image online.	 www.tineye.com
Hoaxy: Visualize Spread of Claims and Fact Checking <i>(Source: Indiana University)</i>	HS +	Tool to help students visualize how a false news story spreads across platforms.	 bit.ly/2Kad6K2
The News Literacy Project <i>(Source: News Literacy Project)</i>	Educators	Collection of resources for educators who are dedicated to helping students strengthen their media literacy skills.	 newslit.org/about
Media Education Lab <i>(Source: University of Rhode Island)</i>	Educators	Collection of resources for educators designed to improve media literacy education.	 bit.ly/2K4qAaq

Resource	Grade Levels	Description	Access
<p>Mind Over Media: Analyzing Contemporary Propaganda</p> <p><i>(Source: Renee Hobbs and the United States Holocaust Memorial Museum)</i></p>	Educators	Collection of resources for educators designed to help students recognize propaganda.	 bit.ly/2K0M9sm
<p>13 Tips for Teaching News and Information Literacy</p> <p><i>(Source: School Library Journal)</i></p>	Educators	Article and tips for educators to help them equip their students with media literacy skills.	 bit.ly/2K1D27
<p>The Sift: An Educator's Guide to the Week in News Literacy</p> <p><i>(Source: The News Literacy Project)</i></p>	Educators	Online newsletter for educators to help them identify opportunities for media literacy instruction within that week's news headlines.	 bit.ly/2K3TXtw
<p>Do You Know All You Should About "News" Feeds, Click Bait, and Credible Sources?"</p> <p><i>(Source: Young Adult Library Services Association; YALSA)</i></p>	Educators	Article for educators that challenges them (with tips) to sharpen their own skills at identifying suspect content online.	 bit.ly/2K45QzC

A Word About Snopes.com

We are aware that there has been controversy surrounding Snopes.com and its political neutrality or perceived lack thereof. That said, researchers and trained journalists continue to use Snopes, because as an article published in 2017 by the American Press Institute described, Snopes' fact checking continues to revolve around several critical features:

Sources: The sites and statistics used to investigate the statement or rumor.

Authors: Who wrote the article?

Dates: When the investigation was published and when it was updated.

Original claim: Precisely when, where, and what was said, with plenty of context.

Clear verdict: You won't leave without knowing whether the claim was true, false, or just not provable.

Brevity: You don't need to wade through a 1,000-word treatise to find out how that verdict was reached.

Reader involvement: Snopes actively asks for reader tips and offers a newsletter. (Elizabeth, 2017)

This is not to say that Snopes, or any other fact-checking site, is above scrutiny. As long as its practices continue to adhere to standards reflected in the industry, however, we continue to see it as a credibility resource. Remember, too, there are lots of other options (listed in this chapter's tables), and it never hurts to check more than one fact checker when determining credibility and forming an opinion.

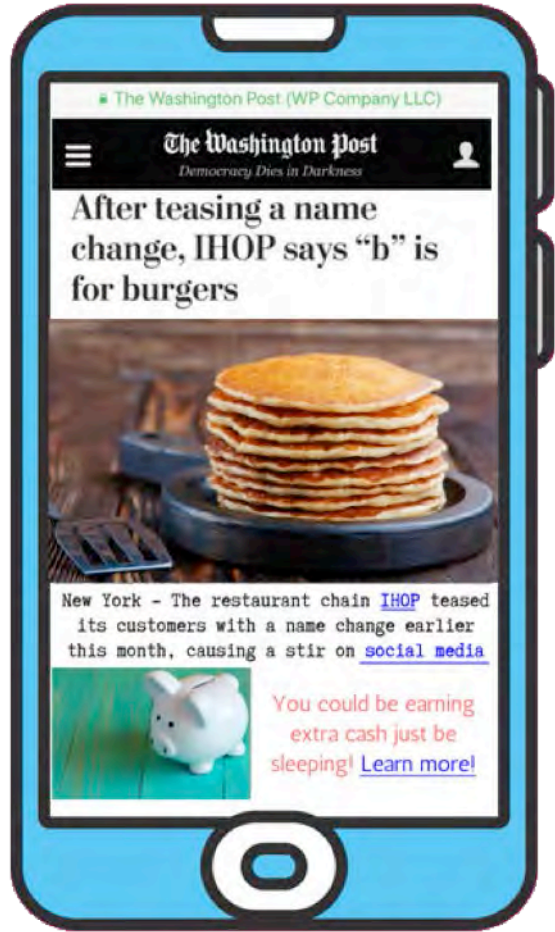
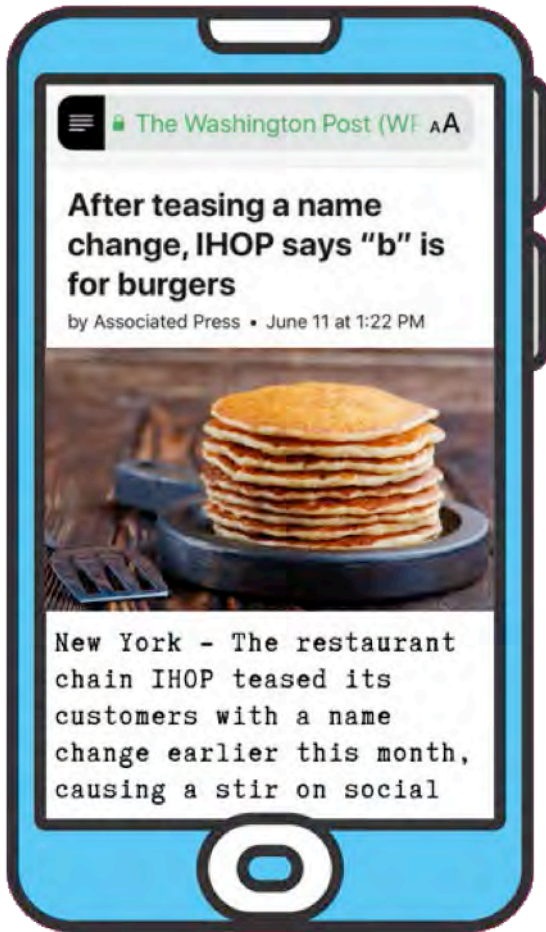


Figure 6.1 Compare reading a news story on a phone in Reader View (left) versus in the ad-filled default view.

Mobile Media Literacy Tips for the Notification Generation

⚙️ CURATE NOTIFICATIONS CAREFULLY.

- Check your settings to see which apps have permission to send you notifications.
- Make sure the apps you've selected are credible and that together they offer a variety of viewpoints.

⚙️ CHOOSE "READER MODE" IN BROWSERS.

- Some browsers offer Reader modes that eliminate ads and make real content easier to identify.

⚙️ CLEAR BROWSER HISTORY FROM TIME TO TIME.

- In your settings, select the browser app, then clear the history. This interrupts the "filter bubble" algorithms that use your browsing history to determine what information you see.

⚙️ CONSIDER ALL THE SOURCES.

- Just because your friend or relative shared it doesn't make it credible.
- Trace information back to its original source.

⚙️ SCRUTINIZE 1ST. SHARE 2ND.

- Sharing is easy, but skepticism is healthy. Think, check and verify before you share.

94% of young people report having a smart phone.*

85% of young people access news on mobile devices.*

75% of students can't distinguish between real news and fake news on social media.**

*Pew Research Center (2018)
**Stanford University (2016)

© 2018 adapted from *Fact vs. Fiction* by Jennifer LaGarde and Darren Hudgins bit.ly/FactVsFiction


Figure 6.2 Today's teacher-librarians are ready! Are you?

THE TIMES THEY ARE A CHANGIN'

IT'S TIME TO BLOW THE BIFOCALS OFF WHAT YOU THINK YOU KNOW ABOUT SCHOOL LIBRARIANS!


Today's school librarians are not your grandmother's "keeper of the books."

It's time to take a fresh look at what all teachers and administrators should expect from their school librarians!




LIBRARIANS ARE TEACHERS!

SCHOOL LIBRARIANS UNDERSTAND THE DEVELOPMENTAL AND ACADEMIC NEEDS OF STUDENTS AND ARE TRAINED TO WORK WITH THEM IN THE LIBRARY, IN THE LAB AND/OR IN THE CLASSROOM! "




LIBRARIANS ARE COLLABORATORS!

SCHOOL LIBRARIANS WORK WITH CLASSROOM TEACHERS TO PLAN, TEACH, AND EVALUATE STUDENT LEARNING. THEY WORK WITH ADMINS TO DEVELOP AND IMPLEMENT THE SCHOOL'S VISION. THEY COLLABORATE WITH OTHER PROFESSIONALS TO EXTEND LEARNING BEYOND THE SCHOOL.




LIBRARIANS ARE PROBLEM SOLVERS!

IF THE SCHOOL LIBRARIAN DOESN'T KNOW THE ANSWER TO A QUESTION, THEY KNOW WHERE AND HOW TO FIND IT. WHETHER HELPING STUDENTS WITH RESEARCH OR WORKING WITH TEACHERS TO COLLECT RESOURCES, THEY MODEL FOR OTHERS THE ART OF SOLVING PROBLEMS THROUGH INQUIRY AND DISCOVERY.




LIBRARIANS ARE LEADERS!

SCHOOL LIBRARIANS SERVE ON COMMITTEES, DESIGN AND DELIVER STAFF DEVELOPMENT, ARE OFTEN EARLY ADOPTERS OF TECHNOLOGY AND USE THEIR SKILLS AS INFORMATION SPECIALISTS TO HELP CREATE AND IMPLEMENT RESEARCH BASED INSTRUCTION.




LIBRARIANS ARE INNOVATORS!

SCHOOL LIBRARIANS ARE ALWAYS LOOKING FOR THE BEST WAY(S) TO SERVE STUDENTS. THEY ARE EFFECTIVE PROGRAM ADMINISTRATORS WHO ARE CREATIVE, FLEXIBLE AND WILLING TO TRY NEW THINGS; WHEN THEY CAN'T FIND EXACTLY WHAT IS NEEDED TO HELP A STUDENT OR TEACHER, THEY CREATE IT!



LIBRARIANS ARE LEARNERS!

SCHOOL LIBRARIANS ARE ACTIVE MEMBERS OF PERSONAL LEARNING NETWORKS. THEY ARE EAGER TO LEARN NEW THINGS, TO SHARE THEIR LEARNING WITH OTHERS AND TO MODEL LIFE-LONG LEARNING FOR STUDENTS.



LIBRARIANS ARE READY! ARE YOU?

NO TEACHER IS AN ISLAND. IT TAKES ALL OF US, WORKING TOGETHER, TO MEET THE NEEDS OF TODAY'S STUDENTS. SCHOOL LIBRARIANS ARE READY FOR THIS COLLABORATIVE CHALLENGE. ARE YOU?

Created by Jennifer LaGarde with inspiration from "What Should an Administrator Expect A School Library Media Specialist to Be" by Carl A Harvey II: <http://hoorayforbooks.pbworks.com/f/lms+evaluation+ideas.pdf>

Figure 6.3 Wonder Twin powers—activate! Today's school librarians are ready to help you tackle media literacy for the digital age with students.

Chapter 6



1. Which of the resources from this chapter do you plan to share with other educators? In what way can one (or more) of the resources you learned about in this chapter be used with the learners you work with?
2. What are some ways that you can evolve your media literacy program to include skills that are appropriate for the “notification generation?”
3. Tweet us! In what ways are classroom teachers and teacher-librarians in your school or district working together to tackle the issue of fake news with students and staff? Share your success stories along with areas of growth!

Share your thoughts and reflections with us: [@jenniferlagarde](#) and [@dhudgins](#) #factvsfiction



Figure 8.1 Unlock skills to foil fake news!
BreakoutEDU can be used for staff, too.

2B **Communicate information and ideas** effectively to multiple audiences using a variety of media and formats.

3B Locate, organize, analyze, **evaluate, synthesize, and ethically use information from a variety of sources and media.**

3C **Evaluate and select information sources** and digital tools based on the appropriateness to specific tasks.

From the ISTE Standards for Students (2016). For complete Standards, visit: <https://www.iste.org/standards/for-students>

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an **author's point of view or purpose** (e.g., loaded language, inclusion, or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an **author's premises, claims, and evidence** by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RI.7.6

Determine an **author's point of view or purpose** in a text and analyze how the author distinguishes his or her **position** from that of others.

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the **argument and specific claims** in a text, assessing whether the reasoning is sound and the **evidence is relevant and sufficient** to support the claims.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or **advancing different interpretations of facts.**

Figure 8.2 Our standards can help us make the case for teaching content that is not tested but that remains critically important.

Chapter 8



1. What's one thing you can do tomorrow to begin the work of preparing your students to navigate a world in which much of the information shared online, in the form of news, shouldn't be taken at face value?

2. You've read this book (and maybe a few others). You've talked with your colleagues and consulted your PLN. You've planned lessons and are ready to move forward. How will you measure success? How will you know that your learners have the skills they need to discern fact from fiction in the information they consume?

3. Tweet us! What lingering questions do you have? What's something you still need to build (a resource, a learning space, a relationship) in order to move forward with this work?

Share your thoughts and reflections with us: [@jenniferlagarde](#) and [@dhudgins](#) #factvsfiction

Your opinion matters: Tell us how we're doing!



Your feedback helps ISTE create the best possible resources for teaching and learning in the digital age. Share your thoughts with the community or tell us how we're doing!

You can:

- 🔗 Write a review at [amazon.com](https://www.amazon.com) or [barnesandnoble.com](https://www.barnesandnoble.com).
- 🔗 Mention this book on social media and follow ISTE on Twitter @iste, Facebook @ISTEconnects or Instagram @isteconnects.
- 🔗 Email us at books@iste.org with your questions or comments.