Lesson Template

Title of Lesson: News Literacy and Fake News: How to Identify What is Real and What is Not

1. **Lesson Description**: This two-day lesson will focus on information and news literacy and the importance of evaluating information and identifying false information. These skills are crucial for students so that they can identify accurate and credible information versus unreliable sources and false claims. We will discuss the student’s responsibilities as citizens and future voters and the impact mis- and disinformation may have on our democracy.

2. **Grade level/subject**: 11th/12th Grade ELA and US History

3. **Collaborative Planning Steps**:
   a. Meet with teachers to discuss the student’s needs and current knowledge level. Discuss the student’s use of social media for curating news and how fast mis- and disinformation grow with unvetted posts and reposts.
   b. Set a date for the collaborative lesson and set our expectations and learning objectives.
   c. Share my resources and activities with the teachers so they can add their comments and expertise. Together, decide which resources to share and which activities to complete.

4. **Instructional Roles for School Librarian**:
   a. Present the lesson on News Literacy, evaluating sources, and identifying false information. Discuss what Media Literacy is, what a media-literate person does, and the responsibilities each of us has as a citizen and voter.
   b. Discuss their use of Social Media for receiving and consuming news. Share multiple sources for alternative news sites and provide definitions and examples of terms that they may not be aware of such as Post-Truth, misinformation, disinformation, confirmation bias, clickbait, etc.
   c. Look at several websites that evaluate news and political statements.
   d. Using the CRAAP method, have students evaluate a news article.

5. **Instructional Roles for Teacher**:
   a. Introduce the unit in their classroom and provide context on why News Literacy is important to the student’s future.
   b. Integrate their subject area objectives including resource analysis, writing, and critical thinking.
   c. Provide an assessment at the end of the unit by asking the students to write a short essay on what they learned and how they may use this knowledge in the future.
6. **Subject Area Standards Met:**
   a. **ELA 9th - 12th grade**
      i. **Standard 1: Listening & Speaking**
         1. 9-12.1.L.1 Students will actively listen using agree-upon discussion rules with control of verbal and nonverbal cues.
         2. 9-12.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.
      ii. **Standard 3: Critical Reading and Writing**
          1. 9-12.3.W.2 Students will compose informative essays, reports, or technical writing that:
             a. Objectively introduce and develop topics
             b. include a defensible thesis
             c. incorporate evidence (e.g., specific facts, details, charts and graphs, data)
             d. maintain an organized structure
             e. use sentence variety and word choice to create clarity and concision
             f. establish and maintain a formal style
             g. emulate literary devices from mentor texts
      iii. **Standard 4: Vocabulary**
           1. 9-12.4.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.
      iv. **Standard 5: Language**
          1. 11-12.5.W.2 Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.
      v. **Standard 6: Research**
          1. 9-12.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.
          2. 9-12.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.
          3. 9-12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.
   b. **United States History 9-12th grade**
      i. USH.9 The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.
1. USH.9.3 Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement, and perceived biases in the media.

7. **AASL/State Standards for Learners Met:**
   a. Inquire:
      i. Think: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.
      ii. Create: Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. Generating products that illustrate learning.
   b. Include:
      i. Think: Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 3. Describing their understanding of cultural relevancy and placement within the global learning community.
      ii. Create: Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.
      iii. Share: Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.
      iv. Grow: Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.
   c. Collaborate:
      i. Think: Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.
      ii. Create: Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.
iii. Share: Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.
iv. Grow: Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

d. Curate:
i. Think: Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.
ii. Create: Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information.
iii. Share: Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.
iv. Grow: Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

e. Explore:
i. Think: Learners develop and satisfy personal curiosity by: 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
ii. Share: Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.
iii. Grow: Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.

f. Engage:
i. Think: Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
ii. Create: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others’ work.
iii. Share: Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in
accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.

iv. Grow: Learners engage with information to extend personal learning by:
   1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

8. **ISTE Standards for Learners Met:**
   a. **1.1 Empowered Learner**
      i. **1.1d Technology Operations:** Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.
   b. **1.2 Digital Citizen**
      i. **1.2.a Digital Footprint:** Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.
      ii. **1.2.b Online Behavior:** Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.
   c. **1.3 Knowledge Constructor**
      i. **1.3.a Effective Research Strategies:** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
      ii. **1.3.b Evaluate Information:** Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
      iii. **1.3.d Explore Real-World Issues:** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

9. **Activities and Procedures for Completion:**
   a. See the attached lesson plan.
NEWS LITERACY AND FAKE NEWS: How to Identify What is Real and What is Not

**Grade/Subject:**
11th Grade USHistory
12th Grade ELA

**Objective:**
Students will be able to evaluate and identify accurate and credible information, as well as unreliable sources and mis- and disinformation.

**Other disciplines:**
Civics, digital citizenship, critical-thinking, ethical use of social media and sharing of information.

**Social skills:**
Collaboration, listening, and problem solving skills

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**Day 1: What is Media Literacy?**

The librarian will ask the first essential question: What is Media Literacy? Students will discuss and share their thoughts at their table. After 3 minutes, the librarian will ask the next essential question: What is a Media Literate Person”. The librarian and teacher will move around the room to help where needed.

The librarian will take an informal poll of where the students get their news. She will then share alternative sources to Social Media and discuss the importance of evaluating resources to find reliable information from credible sources.

The librarian will review and discuss vocabulary related to news: misinformation, disinformation, spin, post-truth, virality, triangulation, sensationalism, herding, confirmation bias, clickbait, satisficing, content farm, filter bubble, propaganda, native advertising, and bias.
Day 1: Continued

The librarian will discuss the history of fake news: Stephen Glass and “The War of the Worlds” radio series. She will also give examples of mis- and disinformation in the last 3 Presidential campaigns.

Students will work in small groups of 2-3 to evaluate news articles using provided questions: Can it be verified with other sources? Who is the author? What type of content is it (informational, fact-based, opinion, emotional)? Does it tell both sides of the story? Can you locate more information on the topic? What is the purpose of the article? Is the content manipulated, misleading, or sensationalized?

Students will share their findings with the class.

Day 2: Practice and Reflection

Using Chromebooks, students will look at 3 or more of the fact-checking websites provided by the librarian: AllSides, Fact Check, Politifact, Snopes, Washington Post Fact Checker, Rumorguard, and First Draft News.

Using Chromebooks, students will practice evaluating news stories and social media posts. Sites students will use include whichfaceisreal.com, The Sift: Misinformation Quiz, fakeaphoto.com photo game, QETA.pbslearningmedia.org: How Much do Social Media Algorithms Control You, Reverse Image Search, and Mind Over Media: Propaganda.

Students will reflect on what they have learned by writing a short 250-500-word essay. They will include their goals for their personal media literacy journey, evaluating news and social media posts, and why they think these concepts and knowledge are important to themselves and democracy.
Students will participate in frequent formative assessments through questioning, participation, collaboration, and discussions of news articles, evaluation techniques, and findings. They will participate in a summative assessment by writing a short essay at the end of the lesson.

The Librarian and Teachers will continually discuss the effectiveness of the unit and the engagement of the students. They will modify the lesson and activities as needed. After the unit is completed, the team members will evaluate the overall effectiveness of the lesson and if the learning goals were met.
10. Resources:

a. Websites
   i. https://get.checkology.org/
   ii. Common Sense Media: News & Media Literacy 101
   iii. Kiosko.net
   iv. AllSides.com
   v. Copyblogger.com
   vi. Media Bias/Fact Check
   vii. FactCheck.org
   viii. Politifact
   ix. Realnewsrightnow.com
   x. Snopes
   xi. Open Secrets
   xii. ProPublica
   xiii. Washington Post Fact Checker
   xiv. Mind Over Media
   xv. NEWSEUMed
   xvi. National Association for Media Literacy Education
   xvii. News Literacy Project
       1. Checkology
       2. The SIFT
       3. RumorGuard
   xviii. Learning For Justice
   xix. MediaWise
   xx. Which Face is Real
   xxi. Fake a Photo

b. Online Resources
   i. Media Literacy, A Report of the National Leadership on Media Literacy
   ii. Core Principles of Media Literacy Education
   iii. Key Facts: Media literacy
   iv. Stanford: Researchers find students have trouble judging the credibility of information online.
   v. Social Media Psychology: The psychology of fake news: how disinformation spreads online.
   vi. 6 Questions From Newsela
   vii. Evaluating Sources in a ‘Post-Truth’ World
   viii. Reverse Image Search
   ix. The Real Story About Fake News Is Partisanship
   x. UNESCO Launches Five Laws of Media and Information Literacy
   xi. SIFT: (The Four Moves)
   xii. Facing History and Ourselves
   xiii. The SIFT Misinformation Quiz

c. Videos/Audios
   i. TEDEd: How to Choose Your News
   ii. Listenwise: Debate: How Can Students Become Prepared to Spot Fake News?
iii. **YouTube: NBC News**: Fake News and How a Partying Macedonian Teen Earns Thousands Publishing Lies

iv. **Five Ways to Spot Fake News**

v. **NPR: Fake News: How to Spot Misinformation**

vi. **How Much Do Social Media Algorithms Control You?**

vii. **Are You More Powerful Than Propaganda?**

11. **Evaluation methods used:**
   a. For evaluating students’ comprehension:
      i. The teacher and librarian took frequent formative assessments throughout the lesson by questioning and observing the students when they were collaborating and discussing with small groups and the class.
      ii. Students participated in a summative assessment at the end of the unit by writing a short reflection essay on what they learned and what their goals are for finding and consuming credible news and information in the future.
   b. For evaluating the unit:
      i. The teachers and librarian discussed the effectiveness of the unit both during and after. We discussed if the learning objectives were met, the engagement of the students, and the success of the activities.
      ii. We took an informal survey of the students to learn their evaluation and suggestions for improvement.
   c. For evaluating contributions by learning team members:
      i. The teacher and librarian discussed the division of work and the plan for future collaborative lessons.

12. **Reflection on any changes needed in unit or modification after unit was first taught:**
   a. How were goals met?
      i. Students learned what Media Literacy, News Literacy, and Information Literacy was.
      ii. They learned to evaluate and identify accurate and credible information.
      iii. They learned what mis- and disinformation was and how to identify it.
      iv. They learned new vocabulary used in News and News Literacy.
   b. How were goals modified?
      i. We did not allow enough time for discussions and feedback. We had to cut out a few of the videos and activities.
   c. How did goals exceed?
      i. Students were very engaged and the feedback was great. I was surprised at the gratitude that some of them showed for learning how to deal with the overload of information.
   d. Modifications Needed:
      i. Add a 3rd day to the unit for more time
         1. Include a discussion on the use of AI and Deep Fakes.
         2. Include more discussion on how to prepare for voting.
3. Include an infographic on Misinformation from the News Literacy Project.
4. Include an infographic on Breaking News from the News Literacy Project.
5. Discuss more about bias and slant in news stories from Checkology.
6. Include practice quizzes from the News Literacy Project.

13. Follow-Up - an extension for future research and inquiry:
   a. We discussed having the students follow up with a research project where they fact-checked a viral news story and cross-referenced multiple sources. An alternative would be to research a historical event where misinformation played a role and what the consequences were.

14. Student Work
   a. Since we ran out of time, there were no written reflection essays. However, a few of the comments from students included “Wow! I didn’t know it was so hard to get good information” and “I have always been interested in politics and this will help me understand even more.”