**BREAKING NEWS:**
Read Between the Lines
Media Literacy Skills for Librarians

Bobbie Eisenstock, Ph.D.

- Gain insight into Millennial/Gen Z news habits and news literacy skills
- Identify what students need to know to be news literate in a digital society
- Recognize types of ‘fake’ news and effects of echo chambers and filter bubbles
- Apply news literacy strategies to deconstruct news stories
- Locate resources for grade-level teaching and learning strategies

Assess Your Personal News Diet and News Literacy IQ

Resources for this workshop available at:
http://www.bemedialiterate.com/teaching-resources.html
Where do you get your news?

1. On a typical day:
   - **How much time** do you spend accessing news?
     (minutes or hours/day)

2. **Where** do you generally get your news?
   - What’s your go-to for news – TV, radio, print, online, social media?
   - Which **specific media sources** do you rely on for news?
     (list top 3 in order of frequency)

3. **Why** do you access news? What are the **main reasons**?
   - Do you ever **avoid** watching the news? Why?

4. How often do you **discuss news** with friends, family or colleagues **who share your views**?
   - Who do not share your views?

5. Do you **fact check** news? Under what circumstances?
   - Have you ever **shared a “fake” news story** online or otherwise?
   - If you heard **conflicting versions** of a news story, which news source are you likely to trust? Why?
Breaking News

**Main Source of News by Age**

All markets

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Online News Sites</th>
<th>Social Media</th>
<th>Printed Newspapers</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>60%</td>
<td>40%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>25-34</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>35-44</td>
<td>40%</td>
<td>25%</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>45-54</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>55+</td>
<td>20%</td>
<td>15%</td>
<td>15%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**The Generational Divide in News Consumption**

Q4: You say you've used these sources of news in the last week, which would you say is your MAIN source of news?

Base: Aged 18-24/25-34/35-44/45-54/55+ that used a source of news in the last week: All markets = 7,782/1,302/2,372/3,976/2,630/2,630.

Source: Reuters Institute Digital News Report 2017

http://www.digitalnewspaper.org/

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**SOCIAL MEDIA AND ELECTION STRESS**

PTSD Factor = Post “Trump” Stress Disorder

45% of adults who don’t use social media say the election is a very or somewhat significant source of stress.

54% of adults who use social media

© 2016 American Psychological Association
Almost seven-in-ten Americans have news fatigue, more among Republicans

By Jeffrey Gottfried and Michael Gahani

If you feel like there is too much news and you can’t keep up, you are not alone. A sizable portion of Americans are feeling overwhelmed by the amount of news there is, though this sentiment is more common on the right side of the political spectrum, according to a Pew Research Center survey conducted from Feb. 22 to March 4, 2018.

Almost seven-in-ten Americans are exhausted by the news – Republicans more so than Democrats

% of U.S. adults who ___ these days

<table>
<thead>
<tr>
<th></th>
<th>Like the amount</th>
<th>Are worn out by the amount of news</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30%</td>
<td>88%</td>
</tr>
<tr>
<td>Rep/Lean Rep</td>
<td>21%</td>
<td>77%</td>
</tr>
<tr>
<td>Dem/Lean Dem</td>
<td>37%</td>
<td>61%</td>
</tr>
</tbody>
</table>


PEW RESEARCH CENTER


News avoidance on the rise

HALF OF THESE SAY THE NEWS HAS A NEGATIVE IMPACT ON THEIR MOOD

29% REGULARLY AVOID THE NEWS

Monitor your stress quotient
- As needed, skim news instead of close reading
- Follow positive news about progress & possibility

Join the slow news movement—
- Calmly curb your consumption
- Curate the news
- Save for offline

Make Rules
- When to access, which device, amount of time
- NO news before bedtime/weekends
- Limit access to ‘breaking news’
- Think before you share

Practice NEWS LITERACY

https://www.nyt.com/...
The Week in Good News

Sometimes it seems as if we're living under a constant barrage of heavy news. But it isn't all bad out there. This feature is meant to send you into the weekend with a smile, or at least a lighter heart. Want to get The Week in Good News by email? Here's the signup.

Here are seven great things we wrote about this week:

- The Week in Good News: Yemeni's Forest
- The Week in Good News: Mexican... (Video)
- The Week in Good News: Mexican... (Video)
- The Week in Good News: Mexican... (Video)
- The Week in Good News: Mexican... (Video)
- The Week in Good News: Mexican... (Video)
- The Week in Good News: Mexican... (Video)

PAUL McCARTNEY

Nearly 7 in 10 Worry About Fake News Being Used as a Weapon

- 88% of Americans say the prevalence of "fake news" has left them confused about even basic facts.
- 80% of U.S. middle school students can't tell the difference between "sponsored content" (advertising) and a news article.

The average person does not know how to tell good journalism from rumor or falsehoods.

It is becoming harder to tell if a piece of news was produced by a respected media organization.

http://www.edelman.com/trust-barometer
The top 1% of falsehoods routinely reach 1,000 to 100,000 people, while accurate reports rarely spread to more than 1,000.

“The spread of true and false news online,” Science, March 2018

Depressing sight at Trump rally in Nashville: adorable young boy, probly about my son’s age, pointing iPhone at me & other reporters & snapping pix while screaming “FAKE NEWS!” A child who will grow up believing a free & fair press is the enemy, a bad thing, to be mocked & hated

5:59 PM · May 29, 2018

Pervasiveness of “Fake News” Effect

Covering the White House for The New York Times. Political analyst, CNN. RTs mean • • not 👍 julie.davis@nytimes.com
How much do you know about students’ news habits?

Take the Quiz

Source: The NPD Group/CultureWaves

According to recent research, many Gen Z kids regularly consume news. Where do they tend to get their news?

- Family
- Television
- Social Media
- Website or App

Kids get their news mostly from **family** followed by **social media, TV, and teachers**.
Which source does Gen Z **trust** most for news?

- a. Family
- b. Teachers
- c. Social Media
- d. News organizations

**Kids trust** news from their families and teachers more than any other source, but **prefer** to get their news from social media.
How do tweens and teens experience the news – how do news stories/headlines make them feel?

a. News can make them feel smart
b. News can make them feel angry, depressed or afraid
c. News can make them feel misrepresented or they don’t matter
d. All of the above
NEWS AND AMERICA’S KIDS
HOW YOUNG PEOPLE PERCEIVE AND ARE IMPACTED BY THE NEWS

Kids value the news. ★★★★ 48% say that following the news is important to them.

50% say that following the news helps them feel prepared to make a difference in their communities.

Kids see racial and gender bias in the news.

1/2 of U.S. kids say that when they see nonwhite kids in the news, it’s negative and/or related to crime and violence.

African-American and Hispanic/Latino kids are more likely to strongly agree that this is the case.

Only 1/3 of children agree that the news treats women and men equally fairly.

Females are less likely to think that the news treats women and men equally fairly.

70% say it makes them feel smart and knowledgeable.

News negatively affects children’s moods.

63% say the news makes them feel afraid, angry, and/or sad or depressed.

Tweens are more likely to say that the news makes them feel afraid.

Tweens: 45%
Teens: 31%

When tweens and teens come across a suspicious news story online, do they check it out?

a. Often
b. Sometimes
c. Hardly ever
d. Never verify

Only one in four tweens and teens “often” check the validity of a news story.
How news literate are most students?  
When they go online, they can:

a. identify the source of a news story  
b. detect political bias on their social media  
c. a and b  
d. none of the above
According to a recent Stanford U study, the majority of students lack the skills to distinguish advertising from news articles, discern fake from factual news, identify the source of a news story or detect political bias on their social media – Facebook page, Twitter feeds, forum comments, and blog posts.

The bottom line is: students considered digital natives may be digital/tech savvy, but not media literate.

“Fake news” is a symptom of a lack of digital and media literacy.
News literacy is essential to a democracy…

In the Information Age,

**WE** – the consumers –

need to determine for ourselves

what is reliable and what is not.

Start teaching it early . . .

in kindergarten

... and to parents
The U.S. media literacy movement started in the early 1980s. Today media literacy education is:

- a. Mandated by federal law for K-12
- b. Mandated by most state laws for K-12
- c. Mandated by a few states, including California
- d. Not required to be taught in most states

https://medialiteracynow.org/
Breaking News

Table 5.3 summarizes the hallmark characteristics of the four trends and identifies examples of each. Effective dissemination of and engagement around these trends are essential to understanding the Truth Decay phenomenon.

Table 5.3: The Four Trends of Truth Decay

<table>
<thead>
<tr>
<th>Trend</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalization of truth</td>
<td>The ARR is optimized for the delivery of personalized truth based on the user's preferences and past behavior.</td>
</tr>
<tr>
<td>Sensationalization of truth</td>
<td>Sensational stories that are not supported by evidence, such as claims about a secret political conspiracy.</td>
</tr>
<tr>
<td>The weaponization of truth</td>
<td>The use of Truth Decay to manipulate public opinion, often through misinformation campaigns.</td>
</tr>
<tr>
<td>The erosion of trust in contemporary institutions</td>
<td>Significant decline in public confidence and trust in traditional institutions such as the media and government.</td>
</tr>
</tbody>
</table>

Table 6.4: Research Priorities for Solutions and Responses

<table>
<thead>
<tr>
<th>Research Priority</th>
<th>Sample Research Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5: Educational Interventions</td>
<td>• What forms of community outreach programs might enhance critical engagement among local communities?</td>
</tr>
<tr>
<td></td>
<td>• What channels exist for promoting media literacy or civic education to adults?</td>
</tr>
<tr>
<td></td>
<td>• What conditions are necessary for critical thinking to be practiced more effectively in schools, colleges, and communities? How can these programs be scaled to reach a wider audience?</td>
</tr>
</tbody>
</table>

Schools and Libraries can play a critical role.
What students need to know

News Literacy
Critical Thinking Skills
1. News is different than other types of information.

News is a report that presents a contemporary view of reality about a current event, significant issue or prominent person relevant to members of a society.

News reports help the public make sense of what is happening in everyday life.
Media’s emphasis on certain events, people, issues and views can shape the public’s agenda and influence people’s attitudes, opinions, values, beliefs and behaviors.

**Agenda-Setting Effect**
The more attention media give a topic, the more importance the public will ascribe to that topic.

<table>
<thead>
<tr>
<th>JOURNALISM</th>
<th>ENTERTAINMENT</th>
<th>PUBLICITY</th>
<th>PROPAGANDA</th>
<th>RAW INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>To Inform</td>
<td>To Amuse</td>
<td>To Promote</td>
<td>To Build Mass Support</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Verification</td>
<td>Storytelling, performance, visually, music</td>
<td>Public Relations Activities</td>
<td>One-Sided Accounts or manipulation</td>
</tr>
<tr>
<td></td>
<td>Independence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accountability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practioners</strong></td>
<td>Reporters, Videographers, Editors</td>
<td>Actors, Musicians, Producers</td>
<td>Publicists, Gov’t Spokespersons</td>
<td>Political Operatives</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Empowers Citizens through Education</td>
<td>Increased Sales</td>
<td>Heightened awareness</td>
<td>Group gains power</td>
</tr>
</tbody>
</table>

Information Neighborhoods

drc.centerfornewsliteracy.org/content/lesson-3-know-your-neighborhood
2. News is subject to a journalistic process that is verifiable, independent, and accountable.
3. Journalism practices are protected by the U.S. Constitution

... because democracy depends on informed citizens who can discern the reliability, credibility, and accuracy of information.
U.S. Constitution
First Amendment protects free press

Journalists
Provide newsworthy and trustworthy information to help empower citizens to make informed decisions

Citizens
Keep informed to actively and responsibly participate in democracy

News Literacy
is the ability to use critical thinking skills to judge the reliability and credibility of news reports and information sources.

Clark Bell, Journalism Program Director, McCormick Foundation

"News literacy is the acquisition of 21st-century, critical-thinking skills for analyzing and judging the reliability of news and information, differentiating among facts, opinions and assertions in the media we consume, create and distribute. It can be taught most effectively in cross-curricular, inquiry-based formats at all grade levels. It is a necessary component for literacy in contemporary society."

[From the Radio Television News Directors Foundation]
Media Literacy is the ability to access, analyze, evaluate, create and communicate messages in all media forms.

News Literacy is the ability to judge the credibility and reliability of news reports and understand why it matters – First Amendment Fourth Estate Culture of Journalism.
Access: Make responsible choices using media and technology tools and apply critical thinking skills to locate and share appropriate, relevant and reliable information to guide your knowledge, beliefs and actions.

Analyze: Know how to decode information and make sense of the different components of the message to ascerten purpose, point of view, truthfulness, accuracy, and currency.

Evaluate: Determine the value, quality, and relevance of the content for yourself and for others while considering potential effects of messages.

Create: Use appropriate media technologies to produce and disseminate your own messages with awareness of purpose, audience, creative techniques, and potential effects — text, twitter, e-mail, social network, web page, blog, video, images, podcast, flyer, interview, press release, memo, proposal, report, etc.

Reflect: Apply social responsibility and ethical principles to your identity and personal experience and to your communication behavior.

Act: Take social action individually or collaboratively to share knowledge and solve problems and to participate in one's community locally, regionally, nationally and internationally.

Why News Literacy Matters

Are you news literate?

Take the quiz...

In addition to freedom of the press, what does the First Amendment protect?

- a. Freedom of speech
- b. Freedom of religion
- c. Freedom to bear arms
- d. All of the above
THE FIRST AMENDMENT
U.S. CONSTITUTION, 1791

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.
What constitutes free expression vs. journalism?

Supporters gather to rally with Republican presidential nominee Donald Trump at Minneapolis-St Paul International Airport two days before the election. Jonathan Ernst/Reuters. [http://niemanreports.org/articles/category/lessons-for-journalism/]

Free Speech is integral to democracy—freedom to say whatever you want within bounds of law. Do not have to tell the truth.

Free Press free expression within journalism framework of ethics and values. Professional codes of conduct—impartial & balanced respect facts correct errors no malicious lies, etc.
THE PRESS

- Unofficial branch of government that monitors legislative, judicial and executive branches for abuses of power.

- The press operates without excessive government interference in order to provide information to citizens to make informed decisions about political and social issues and take responsible action.

https://www.nytimes.com/2017/02/26/world/europe/trump-enemy-of-the-people-stalin.html?_r=0
Who is a journalist?

1. Member of a news organization
2. Citizen who posts a news event live
3. Blogger who writes for a website
4. All of the above

Fourth Estate
Fourth Estate: **mainstream news media** that follow professional standards and serve a watchdog role over the Judicial, Executive, and Legislative branches.

Fifth Estate: alternative to mainstream

- **Self-organizing communities** that seek ways to participate in political and social forums beyond the Fourth Estate
- **Networked individuals enabled by the Internet** – citizen journalists, bloggers, activists, non-profits, and journalists publishing in non-mainstream media outlets

In the U.S., journalists have certain rights. Under what circumstances can they be jailed?

a. Fake news story
b. Not revealing a source
c. Leaking information from White House
d. A reporter cannot be jailed
Journalists are imprisoned for false news in other countries

Turkey was the worst offender in 2017, with 73 journalists in jail. China and Egypt follow with 41 and 20 journalists behind bars, respectively.

The 10 worst jailers of journalists in 2017:
- Turkey 73
- China 41
- Egypt 20
- Eritrea 15
- Vietnam 10
- Azerbaijan 10
- Uganda 8
- Syria 7
- Saudi Arabia 7
- Bahrain 6

262 Journalists Imprisoned
between 2016 and 2018

21 Journalists Imprisoned
between 2016 and 2018 / Charge includes False news.

— CPJ (@pressfreedom) December 13, 2017

Who decides what is newsworthy — what events or issues are covered?

a. News organizations
b. Media platforms
c. News audience
d. All of the above

In the digital communications world, audiences increasingly decide what is newsworthy — comments and most-shared status algorithms affect real-time analytics story ranking → drive storylines.
What determines newsworthiness?

Universal News Drivers

Editorial Judgement

Audience Interest

NEWS VALUES: Newsworthiness/story importance is based on

- **Timeliness**: How recent or current is the event?
- **Proximity/Relevance**: How relevant or nearby is the event to the intended audience?
- **Importance/Impact/Magnitude**: How many people does the event impact and how far-reaching are its consequences?
- **Human Interest**: How relatable or inspirational is the story?
- **Conflict/Controversy**: Is the story negative news or positive news?
- **Sensationalism**: Is the story unpredictable or amazing, even shocking?
- **Prominence**: Is the newsmaker a prominent person, public figure or celebrity?
- **Novelty/Unusual/Oddity**: Is the event different or strange?
  - “Dog bites man” / “Man bites dog”

"Dog bites man" / "Man bites dog"
**STORY FRAMES: How Story Narratives Are Constructed**

- **Straight news account:** 5 W’s and H — no dominant narrative — lead: who, what, when, where, why, and how.
- **Conflict:** focus on conflict inherent to the situation or brewing among the players.
- **Consensus:** emphasis on points of agreement.
- **Conjecture:** focus on speculation of what is to come in the process.
- **Horse-race:** who is perceived as winning or losing a particular situation.
- **Story Frame:** explain how something works.
- **Wrongdoing Exposed:** exposes wrongdoing or injustice.
- **Policy Explored:** examines impact of a policy.
- **Outlook:** compares current event to what happened before: historical context.
- **Reaction:** plays up response to events by major players involved.
- **Personality Profile:** in depth look at a newsmaker.
- **Reality Check:** examines veracity of what reporter accepts as truth or falsity of a particular statement/story.

Project for Excellence in Journalism, PEW Research Center: [http://www.journalism.org/node/447](http://www.journalism.org/node/447)

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**The Inverted-Pyramid Style of Reporting**

- Most important, newsworthy, or dramatic information — answer who, what, when, where, why, and how questions.
- Key quotes, supporting evidence, and details.
- Supporting facts and explanations — more quotes.
- Supporting quotes and alternative explanations.
- Least important details.
How to “read” the news

Journalism Jargon: Codes & Conventions

5Ws and H | gatekeepers | headline | lede | byline | dateline | beat | assignment | copy | lead story | story angle | hard news | soft news | op-ed | source attribution | direct quote | pull quote | jump | cutline/caption | running story | above and below the fold/scroll | newsmaker | wire service | etc.

Trump and His Team Embrace a Vision of Vast Executive Power

By TRISTAN CHURCHILL

• President Trump, ramping up his assertions of extraordinary powers, declared in a tweet that he had “the absolute right” to pardon himself for any crimes.

• The claim was the latest in an aggressive series of moves, as Mr. Trump and his legal advisers have argued that his authority places him above the reach of obstruction statutes.

Manafort Is Accused of Attempted Witness Tampering

By CATHERINE GRIFFIN

Kate Spade, Whose Bags Carried Women Into Adulthood, Dies at 55

By JENNIFER FRIEDLER

UPFRONT

• Why Did Liberals Join the Majority in the Masterpiece Case?

• Why Can’t Native Americans Make Whiskey?

• Why Did Colorado Make the Masterpiece Case Fail?

• If Masterpiece, It’s Time to Change the Constitution

• Is Hechinger Really a Winner for Democrats?

• Are You Sure You Want a Right to Trump’s Twitter Feed?

• End the Blasphemy of God

• Meeting the Mavericks

• Signs Up for Our World Cup Newsletter
What is "fake" news?

a. Misinformation
b. Disinformation
c. Fraudulent
d. All of the above

All contribute to fake news: fabricate information, distort actual news report, disseminate deceptive content.
What distinguishes *misinformation* from *disinformation*?

**MISinformation**
- false or incorrect information
- spread unintentionally
- without malice

**DISinformation**
- false information
- spread intentionally
- deliberately
- to confuse/deceive

**Facts Should Matter**
but we live in a post-truth political culture

http://drc.centerfornewsliteracy.org/key-concepts-news-literacy
**Post-truth** politics (also called post-factual politics) is a political culture in which debate is framed largely by appeals to emotion disconnected from the details of policy, and by the repeated assertion of talking points to which factual rebuttals are ignored.

Post-truth in 2016

Post-truth has gone from being a peripheral term to being a mainstay in political commentary, now often being used by major publications without the need for clarification or definition in their headlines.


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**Fake News Is A Real Problem**

Facebook engagement of the top five fake election stories

<table>
<thead>
<tr>
<th>Headline Publisher</th>
<th>Engagements</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Pope Francis shocks World, endorses Donald Trump for President, releases statement&quot; Ending the Fed</td>
<td>960,000</td>
</tr>
<tr>
<td>&quot;WikiLeaks CONFIRMS Hillary Said Weapons to ISIS...Then Drops Another BOMBSHELL! Breaking News&quot; The Political Insider</td>
<td>789,000</td>
</tr>
<tr>
<td>&quot;IT'S OVER: Hillary's ISIS Email Just Leaked &amp; It's Worse Than Anyone Could Have Imagined&quot; Ending the Fed</td>
<td>754,000</td>
</tr>
<tr>
<td>&quot;Just Read The Law: Hillary Is Disqualified From Holding Any Federal Office&quot; Ending the Fed</td>
<td>701,000</td>
</tr>
<tr>
<td>&quot;FBI Agent suspected in Hillary Email Leaks Found Dead in Appartment Murder-Suicide&quot; Denver Guardian</td>
<td>567,000</td>
</tr>
</tbody>
</table>

Total Facebook engagement for top 20 election stories (August-election day)

<table>
<thead>
<tr>
<th>Type</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fake news</td>
<td>8.7 m</td>
</tr>
<tr>
<td>Mainstream news</td>
<td>7.3 m</td>
</tr>
</tbody>
</table>

*Engagement is measured as total number of shares, reactions, and comments.*
How Does Fake News Become News?
Filter bubbles? Signal boosters? Watch our short video on how these phenomena can drive the news cycle away from the truth.

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

https://firstdraftnews.com/fake-news-complicated/
Propaganda: emotional appeal to manage attitudes, values, and knowledge – more often harmful than beneficial – used by governments, corporations and non-profits

https://youtu.be/XxBB1Il5rCo
Propaganda or news: Should media publish government’s child-detention photos?

This undated photo, provided by U.S. Customs and Border Protection, shows children at a detention facility near McAllen, Tex. It has been widely used by news media. No news organization has been allowed inside the facility to take photos. (AP)


False Attribution: authentic image falsely attributed to wrong event

Fox News ripped for misleading photos of Philadelphia Eagles players kneeling
Fox apologizes for misleading photos of kneeling players

False Attribution: authentic image falsely attributed to wrong event
Doctored Content: digitally altered to discredit by association

Doctored Content: digitally altered with intent to deceive
Hoax: malicious deception
Counterfeit/Imposter: poses as a genuine source or well-known brand

Clickbait: eye-catching sensational headline/photo designed to distract and drive ad revenue
Advertorial: advertising + editorial content presented as news

WHAT’S A VNR? Video News Release

WATCH FOR:
- Who reports the story?
  Anchor introduces story -- No reporter identified
- What’s the main point?
- How are claims verified?
- Doctor is only source
- Not provide details of doctor’s affiliation or location
- No name/hometown for patient
- No explanation why source not identified

Is Your Child Constantly Sick?
- KABC-7 News report developed from VNR distributed by Quest Diagnostics about its Immunocap Test Kit.
- News producers adapted the story:
  # edited for story length
  # exchanged male voice-over from original with unidentified female
  # replaced text and graphics with

Sponsored Content: advertising presented as news without clearly labeling
Satire or Parody: social commentary with no intent to deceive

Weather Channel to Breitbart: Stop citing us in spreading climate skepticism

Satire or Parody: social commentary with no intent to deceive

Satire or Parody: social commentary with no intent to deceive
Conspiracy Theory: false narratives or rumors created and spread by people who appear to believe them in response to feelings of uncertainty or powerlessness.
Partisan: ideologically-driven interpretation of facts but claims to be impartial
WHERE IS SINCLAIR BROADCAST GROUP?

ENTER YOUR ZIP TO FIND THE STATIONS NEAREST YOU

When you turn on your local news, you don’t expect to be exposed to stealth right-wing propaganda. But that’s exactly what one massive media corporation — Sinclair Broadcast Group — is fighting to make a reality all over the United States.

Sinclair already owns nearly 200 local news stations across the country, and now, it’s on the verge of acquiring even more with the help of President Trump’s Federal Communications Commission (FCC).

Sinclair runs local TV stations that are affiliated with major broadcast networks, like ABC or CBS, so you may not realize that Sinclair uses these stations to push right-wing lies into your normal newscast.

Are you watching a Sinclair station? Use our map to find out.

DEEPFAKE

The ‘Deep Fake’ Threat

High-tech forged videos could wreak havoc on politics. Policy makers must be ready.

Lawmakers worry about rise of fake video technology

Deep Fakes: A Looming Crisis for National Security, Democracy and Privacy?
Echo Chambers
Filter Bubbles
Confirmation Bias
People tend to avoid sources that challenge their viewpoints and seek out sources that reinforce their worldview. News media outlets that cater to a particular political ideology create *echo chambers*.

**Confirmation Bias**

*What’s the problem?*

Some sources may be biased, inaccurate or fabricated, appeal to beliefs and emotions, and not based on evidence. *Echo chambers* can trap us in a filter bubble that can be shared and spread like a virus.

**DANGER OF FILTER BUBBLES: UNINTENDED CONSEQUENCES**

*Are you trapped in a filter bubble?*
How to Escape Your Political Bubble for a Clearer View

Is your news feed a bubble?

Find out how polarizing the content on your news feed is when compared to your friends. Get PolitiEcho for Chrome.

FLIPFEED
Step into someone else’s Twitter feed

FactCheck.org
How to Spot Fake News
13 online tools that help to verify the authenticity of a photo - StopFake

Breaking News

Fact-Checking

13 online tools that help to verify the authenticity of a photo - StopFake

Fact Checking

POLITIFACT

TRUTH-O-METER™

FACTCHECK.ORG

How to Spot Fake News

AP Fact Checker

Fact Checker

The Truth Behind The Rhetoric | By Glenn Kell

Poynter

Media Bias/FACT CHECK

The Most Comprehensive Media Bias Resource

https://reporterlab.org/category/fact-checking/#article-1472

https://reporterlab.org/fact-checking-triples-over-four-years/

https://reporterlab.org/fact-checking/#

Fact-checking triples over four years

The annual fact-checking census from the Reporters’ Lab finds 31 percent growth in the past year alone, and signs that many verification projects are becoming more stable.

By Mark Stencel & Shaye Griffin – February 22, 2018 | Print this article

The number of fact-checkers around the world has more than tripled over the past four years, increasing from 44 to 149 since the Duke Reporters’ Lab first began counting these projects in 2014 — a 290 percent increase. And many of those fact-checkers in 58 countries are also showing considerable staying power.

Thus is the little time the Reporters’ Lab has tallied up the organizations where reporters and researchers verify statements by public figures and organizations and keep tabs on other sources of misinformation, particularly social media. In each annual census, we have seen steady increases on almost every continent — and the past year was no different.

The 2018 global count is up by nearly a third (31 percent) over the 114 projects we included in last year’s census. While some of that year-over-year change comes because we discovered established fact-checking ventures that we hadn’t yet counted in our past surveys, we also added 21 fact-checking projects that launched since the start of 2017, including one — Tempo’s “Fakta anak Fakta” in Indonesia — that opened for business a month ago.

Growth in fact-checking 2014-2018

https://reporterlab.org/fact-checking-triples-over-four-years/

https://reporterlab.org/fact-checking/#
Teach Students to Ask the Right Questions

Ask the Right Questions

5 Core Concepts

Ask Key Questions

MESSAGE
MEDIA CREATOR
MEDIA CONSUMER
5 Core Concepts/Key Questions

1. Media messages are constructed.
   Who constructed the message?

2. Media use creative techniques to attract our attention.
   What techniques are used to attract attention?

3. Media messages have embedded values and points of view.
   What values and points of view are represented or omitted?

4. Media messages have a purpose.
   What is the purpose of the message?

5. People interpret the same message differently.
   How might different people understand the message?

6. Media messages can impact attitudes, values, and behaviors and the democratic process.
   How might the message affect my attitudes, values, and behaviors and the democratic process?

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First Amendment
Why is the First Amendment important? How does it affect me?
What is the role and responsibility of the Fourth Estate?

Culture of Journalism: News Values and Practices
What is news? What constitutes good journalism?
Who is a journalist? What determines newsworthiness?

How to “Read” a News Story: How do you know what to believe?
Where did you access the information? Is it current?
Who created the news story? Who wrote/sent/posted it? Why?
What is the purpose? Is it to inform, persuade, mislead, make money?
Is it a credible and trustworthy source? How do you know?
What techniques are used to create it? Is it print, digital, social media?
What type of story is it? Is it factual, opinion or analysis?
What are the story’s main points? Does the lead match the headline?
Is the information accurate? Objective? Balanced? Fair?
What’s the point of view? What might be missing or misleading?
Does it lack context? Is the evidence verifiable? Is the logic flawed?
Is there accountability? Transparency? Is there a conflict of interest?
How might different people understand it?

Culture of Journalism
Key Questions for Critical News Consumers and Informed Citizens

News Literacy 101
Does confirmation bias trap me in a filter bubble? Should I share it?
# CML's Questions to Guide Young Children: Deconstruction and Construction

## Deconstruction

<table>
<thead>
<tr>
<th>Core Concepts</th>
<th>Key Questions</th>
<th>Questions to Guide Children</th>
</tr>
</thead>
</table>
| All media messages are constructed. | Who created this message? | • What am I making?  
• How do I put it together? |
| Media messages are constructed using a creative language with its own rules. | What creative techniques are used to attract my attention? | • What does it look, sound, smell feel, taste like?  
• What do I like or dislike about this? |
| Different people experience the same media message differently. | How might different people understand this message differently? | • Who do I want to get this?  
• What might other people think and feel about this? |
| Media have embedded values and points of view. | What values, lifestyles and points of view are represented in, or omitted from, this message? | • What am I sharing about how people live and believe?  
• Have I left anything or anyone out? |
| Most media messages are organized to gain profit and/or power. | Why is this message being sent? | • What am I telling?  
• What am I selling? |

## 5 CONCEPTS & QUESTIONS FOR MEDIA LITERACY

**CONCEPTS**  
- All media messages are constructed  
- Media messages are constructed using a creative language with its own rules  
- Different people experience the same media message differently  
- Media have embedded values and points of view  
- Most media messages are organized to gain profit and/or power

**QUESTIONS**  
- Who created this message?  
- What creative techniques are used to attract my attention?  
- How might different people understand this message differently?  
- What values, lifestyles and points of view are represented in, or omitted from, this message?  
- Why is this message being sent?
BEYOND THE HEADLINES
THE ONLINE NEWS VERIFICATION GAME

- The headline makes use of all CAPS or exclamation points!!!
- The headline promises secret information, surprise, happiness, outrage?
- The image puzzles me or there are no captions on the image.
- The images have been doctored or relate to different events
- The publication does not have its own domain name or uses a free blog platform
- The design is counterfeited, eg: text cut out
- The article is sponsored by a company or organization
- There are many flashing or jump advertisement or the appearance looks unprofessional
- The text frequently uses emotional, hyperbolic or sensationalized language
- There is no link to the source or the appearance points to questionable sources
- The time and date on the article are no longer relevant or current
- The information in the article is no longer relevant or current
- The content quotes sources and names facts
- The interviewee is qualified to speak with authority on the topic or more than one interview is represented in the article

BONUS ROUND

- refers to a study which is aimed and focused or if you can find the study online
- Appropriate sources are used or the results of a study in graphs and statistics are clear and precise

Can you find out who owns the publication? YES 3 NO 3

NEWSEUM ED

The Consumer’s Questions

WHO made this?
- Professional journalists?
- Citizen journalists?
- Average Joe?
- Qualified experts?

WHY was this made? What is its purpose?
- To inform?
- To get my attention?
- To make money?
- To persuade/change minds?

HOW is the information sourced?
- Primary or secondary?
- Named and/or anonymous?
- Print, digital or social media?

WHEN was the made?
- Is it current? Does it have any outdated information or links?
- Has enough time passed to verify the facts?

WHAT is this missing?
- Is this the whole story?
- What perspectives aren’t represented?
- What questions aren’t answered?

WHERE do I go from here?
- How do I get additional information? Verify the facts?
- Where can I find other perspectives on the topic?
- Remember: Many is better than few.
News & Media Literacy Curriculum Resources

Select a level to access on-topic, classroom-ready learning resources.

- Grades K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

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

Here’s your notebook

Read over these seven standards of quality journalism. Keep your notebook with you at all times and check back throughout your reporting to make sure you’re following the standards.

- Multiple Credible Sources
  - Eyewitness, official, expert
- Verification
  - The process of checking, confirming and supporting information and facts
- Avoidance of Bias
  - Presenting the facts and context in a neutral manner
- Balance
  - Representing multiple sides of the issue, event or controversy without giving unfair weight to one side or point of view
- Documentation
  - Documents, data, reports, video, photos or audio
- Context
  - Presenting the facts in a way that makes their meaning clear, fair and accurate
- Fairness
  - Treating sources and subjects with appropriate respect, and giving subjects a chance to share their points of view or respond to any assertions or allegations about them

https://newslit.org/educators/checkology/
Breaking News

the news literacy project

how to know what to believe

5W's & 1H of Fake News

Confirm your information neighborhood

- Is this news, opinion, or information or propaganda?
- Who created it, and for what purpose?

Have high standards for credibility

- Look for numerous high-quality sources, more than one point of view, documented facts, and a moral tone.

Ensure that the information has been checked

- Can you tell who produced it? Is it from a reliable source?
- Is there a way to check it out?

Consider responsible next steps

- Given the source and credibility of the information, should you share it with others? Believe it? Act on it?

Know what you can believe by asking:

- How can you assess the accuracy of the information?
- Is the information believable?
- How can you verify the information?

Before you believe it:
Create it or repeat it
CHECK IT OUT!
www.thenewsliteracy.org

WHO wrote the article?
Is there a byline or author?

WHAT is the publication?
Is it a credible or trusted news source?

WHERE do the sources inside come from?
Are they named? Are they legit? Are they absent?

WHEN was it published?
A missing date could raise a flag.

WHY did the writer create it?
What was the motivation? Would you share it with someone?

HOW did it make you feel?
Angry? Excited? Any other strong emotions? That could be another flag. Is it suspicious? To what degree can you fix it?

Be a part of the solution.

TEN QUESTIONS FOR NEWS DETECTION

Use the questions below to assess the likelihood that a piece of information is fake news. The more red flags you circle, the more skeptical you should be!

1. Gauge your emotional reaction. Is it strong? Are you angry? Are you incredibly interested in the information turn out to be true? Fake?

2. Reflect on how you encountered this. Was it presented on a website? Did it show up in a social media feed? Was it sent to you by someone you trust?

3. Consider the headline or sub-heading:
   a. Does it use exclamation points? Or all caps for emphasis?
   b. Does it make a claim about an event or trend that may be surprising or alarming?
   c. Is the source mentioned?
   d. Is this information designed for easy sharing, like a meme?

4. Consider the source of the information:
   a. Is the author well-known?
   b. Is there a byline (or author's name) attached to this piece?
   c. Go to the website’s “About” section. Does the site describe itself as “objective” or “neutral” or “official” or “politicized”?
   d. Does the person or organization that produced the information have any editorial standards?
   e. Does the “Contact us” section include an email address that matches the domain (i.e., a .gov or .us email address)?
   f. Does a quick search for the name of the website raise any suspensions?
   g. Does the example you’re evaluating have a current date on it?
   h. Does the example have a clearly stated source, including official and expert sources? Does the information this example provides appear to reflect from multiple sources?
   i. Does the expression good to other quality sources? In other words, they haven’t been altered or taken from another context?
   j. Can you confirm, using a reverse image search, that any images in your example are authentic? (In other words, are they altered or taken from another context?)
   k. If you found a similar example or a fact-checking site such as Snopes.com, FactCheck.org, or PolitiFact.com, is there a fact-check that labels it as false or not true?
BREAKING NEWS CONSUMER’S HANDBOOK

FAKE NEWS EDITION

1. Big red flags for fake news: ALL CAPS, or obviously photoshopped pics.
2. A glut of pop-ups and banner ads? Good sign the story is pure clickbait.
3. Check the domain! Fake sites often add ".co" to trusted brands to steal their luster. (Think: “abcews.com.co”)
4. If you land on an unknown site, check its “About” page. Then, Google it with the word “fake” and see what comes up.
5. If a story offers links, follow them. (Garbage leads to worse garbage.) No links, quotes, or references? Another telltale sign.
6. Verify an unlikely story by finding a reputable outlet reporting the same thing.
7. Check the date. Social media often resurfaces outdated stories.
8. Read past headlines. Often they bear no resemblance to what lies beneath.
9. Photos may be misidentified and dated. Use a reverse image search engine like TinEye to see where an image really comes from.
10. Gut check. If a story makes you angry, it’s probably designed that way.
11. Finally, if you’re not sure it’s true, don’t share it! Don’t. Share. It.

ON THE MEDIA

A Finder’s Guide To Facts

December 11, 2016, 8:55 AM ET

http://www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts
What to Think About When Thinking About the News

1. What is the main idea of this article? What is the point this article is trying to make? Was it easy to find? Does the title of the article make sense?

2. How does this article want me to feel? What kind of language is being used? Are the images positive or negative? Do you see lots of exclamation points and words in bold that make you pay attention to them?

3. Does this article provide evidence for its claims from good sources? Are the links provided sending you to medical journals, articles in well-researched publications or statistical sites? Or are they sending you to “alternative” sites with little factual information?

4. Am I able to independently verify claims in this article? If a claim doesn’t have a link in the article, can I find information on it myself? Are all the links simply recycled from one source, or are there multiple tests, surveys, studies or other sources available?

What makes real news real?

1. Real news is presented by real news sources. Check your news source for a code of ethics or a mission statement.
2. Real news is written by reporters with degrees in journalism and, often, in the fields in which they write.
3. The primary goal of real news is to inform. If you’re mad, scared, furious or anxious, you want to investigate the article’s claims further.
4. Real news can be verified. You should be able to find reports, statistics and other real news articles that support what you’re reading.

Tips on fighting fake news from the people who debunk it for a living

Fact-check
Vet URLs: native advertising
Look for visual cues
Follow the links ➔ original source
Check dateline and location
Search key phrases
Be skeptical of data and charts
Top Six RED FLAGS that a “News Story” Is:

1. It explicitly states that it is telling the truth, and/or everyone else is lying to you
2. It contains short, conclusory opinion statements
3. It is organized as a list of questions or hypotheses
4. It puts the burden on YOU to answer the questions
5. It asks you to prove a negative, which is often impossible
6. It suggests an insidious plot by “someone” (“the media,” “elites,” “corporations,” “the government”) but doesn’t say exactly what the plot is or provide any evidence for it

http://www.allgeneralizationsarefalse.com/

http://www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news
HOW TO SPOT FAKE NEWS

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

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

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

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

CHECK THE DATE
Reporting on old news stories doesn’t mean they’re relevant to current events.

IS IT A JOKE?
If it is too outlandish, it might be satire. Research the site and author to be sure.

CHECK YOUR BIASES
Consider if your own biases could affect your judgment.

ASK THE EXPERTS
Ask a librarian, or consult a fact-checking site.

CRAAP Test

Currency - When was it published? For websites, when was the last revision? Does your topic require the most current information?

Relevancy - How well does it relate to your topic? Who is the intended audience? Does this satisfy your information need?

Authority - Who is the author? What are the author's credentials or affiliations? Are they qualified to write on this topic?

Accuracy - Where does the information come from? Is the information supported by evidence? Does the author cite their sources?

Purpose - Is the purpose to inform, sell, entertain or persuade the reader? Is the information fact, opinion or propaganda? Can you identify any bias?
Above the Noise, a YouTube series for teens, cuts through the hype and dives deep into the research behind the issues affecting their daily lives. Every other Wednesday, the series investigates controversial subject matter to help young viewers draw informed conclusions, while inspiring media literacy and civic engagement. Educators, check out Above the Noise classroom guide.

https://www.kqed.org/education/collections/above-the-noise

THE CIRCUS: INSIDE THE WILDEST POLITICAL SHOW ON EARTH
Beyond the headlines. Behind the scenes. SHOWTIME

ABOUT THE SERIES

Come one, come all to THE CIRCUS. This documentary series pulls back the curtain on the Trump era of presidential politics, revealing the intense, inspiring and infuriating stories behind the headlines. Key characters and events are presented in real time, as they are happening. THE CIRCUS is a non-partisan, never-before-attempted take on one of the most fascinating and consequential political periods in modern American history.

JOHN HEILEMANN, MARK MCKINNON, ALEX WAGNER

• The Daily Caller (conservative)

http://www.sho.com/the-circus-inside-the-greatest-political-show-on-earth
Who created the message?
Is the source reliable?
How do you know?
What techniques are used to attract your attention?
What is the purpose of the message – to entertain, inform, persuade, profit?
What are the embedded values or points of view?
What is omitted/missing?
How might different people understand this message?
What does it mean to you?
How might it affect the Democratic process?
Bobbie Eisenstock, Ph.D.

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BeMediaLiterate.com
BobbieEisenstock.com