

# BREAKING NEWS:

## Read Between the Lines

### Media Literacy Skills for Librarians

Bobbie Eisenstock, Ph.D.



Association of Independent School Librarians



2018 Summer Institute

June 28-29 2018

Critical Literacies: Empowering Learners in Your Library

Culver City, CA

- 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

## LEARNING GOALS

Assess Your Personal News Diet and News Literacy IQ

Resources for this workshop available at:

<http://www.bemedialiterate.com/teaching-resources.html>



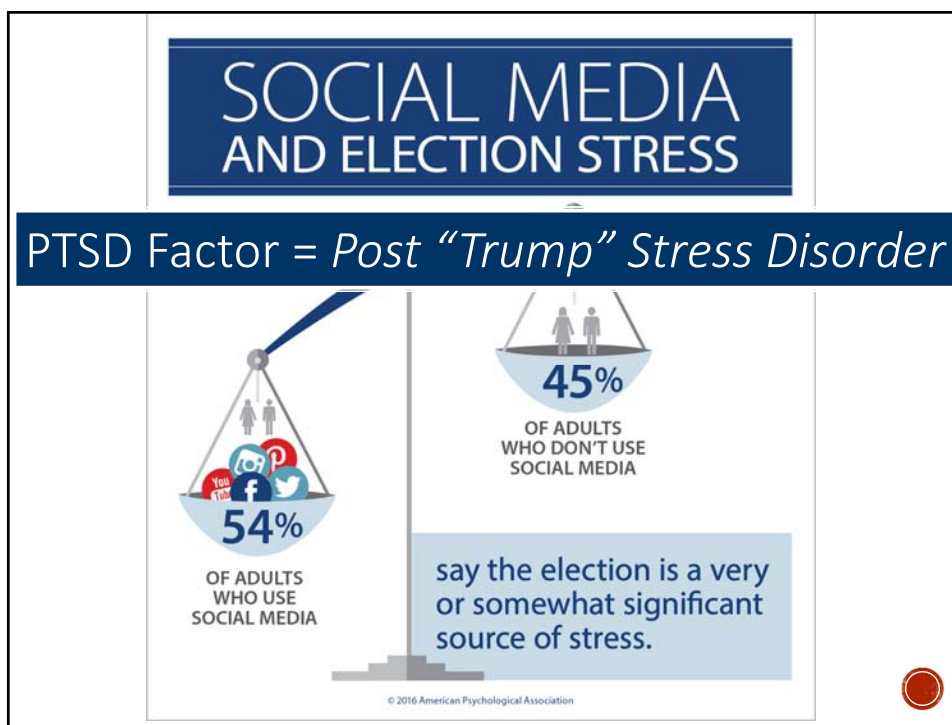
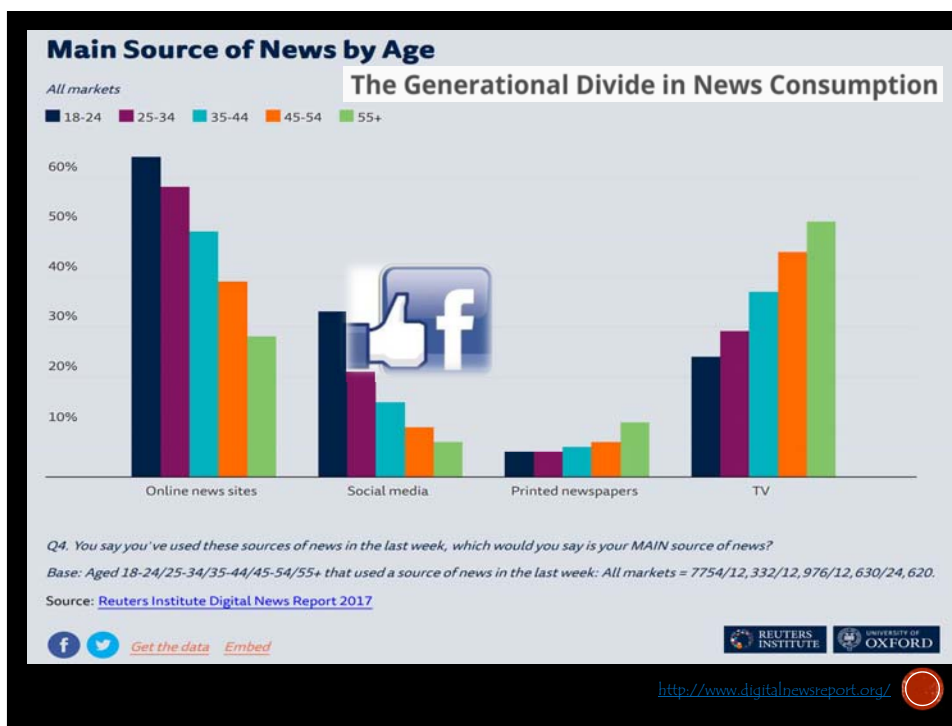
## Where do you get your news?

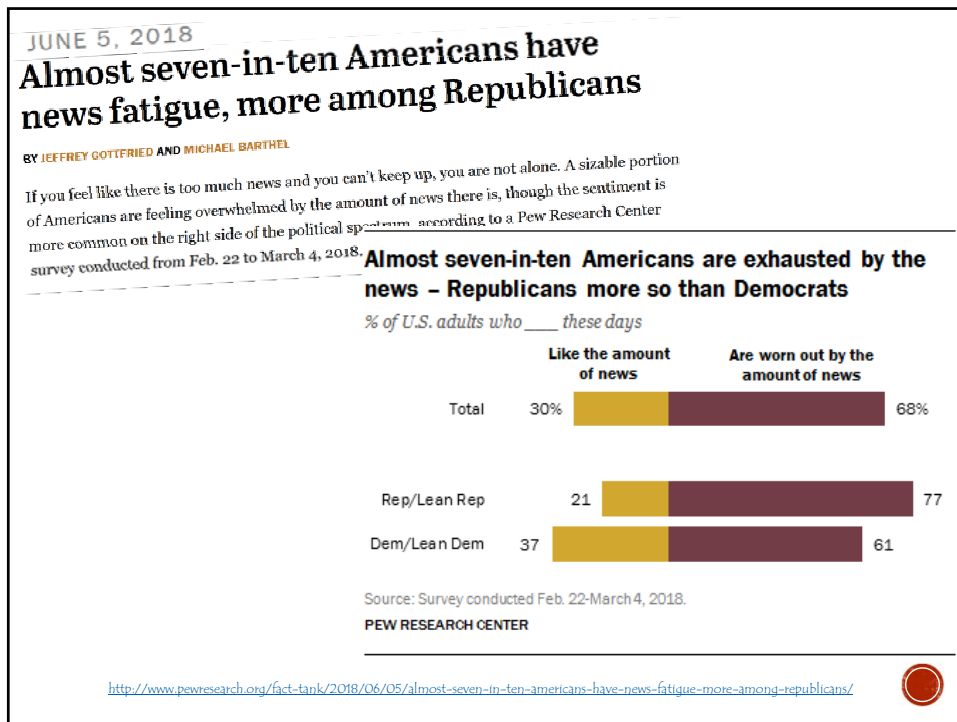


1. On a typical day:  
**How much time** do you spend accessing news?  
(minutes or hours/day)
2. **Where** do you generally get your news?  
 What's your go-to for **news** – TV, radio, print, online, social media?  
 Which **specific media sources** do you rely on for news?  
(list top 3 in order of 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?

What's your news diet?











**Fatigued by the News? Experts Suggest How to Adjust Your Media Diet**

By CHRISTOPHER MELE FEB. 1, 2017

PATIENT NAME: ADDRESS:

**Rx** *Create a Healthy News Media Diet*

*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.nytimes.com/2017/02/01/health/diet-media-information-overload.html?\\_r=0](https://www.nytimes.com/2017/02/01/health/diet-media-information-overload.html?_r=0)

## Positive.News


good journalism about good things

SOCIETY ECONOMICS SCIENCE ENVIRONMENT LIFESTYLE PERSPECTIVE **SHOW** SHOP




**Life behind scars**

10 May 2018




**Fresh pickings: prescribing produce, not pills**

10 May 2018




**Displaced, dignified, determined: highly skilled refugees**

10 May 2018



**Out with pesticides, in with wildflowers**

10 May 2018




How To Watch The News and Get Inspired | Daryn Kagan

## The New York Times

# 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 sign-up.](#)

Here are seven great things we wrote about this week:




**The Week in Good News: Yosemite's Forest Masterpiece, Mexico in ...**

Alexander Oconnell  
YouTube · 1 day ago




**The Week in Good News: Yosemite's Forest Masterpiece, Mexico in ...**

Mindhall  
YouTube · 2 days ago



**2018 Pride Parade Highlights: Politics and Pride**

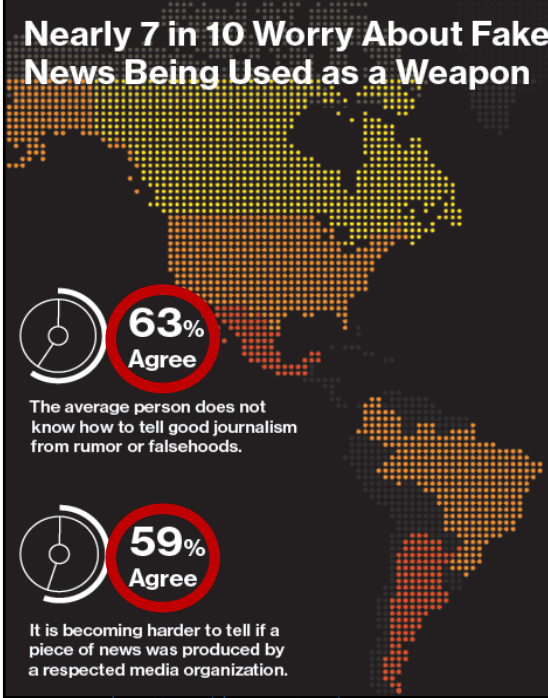
CBS San Francisco · 21 hours ago




**PAUL McCARTNEY**

THE SHOW WITH JAMES CORDEN


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





**63% Agree**

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



**59% Agree**

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


<https://www.edelman.com/trust-barometer>

# 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.



2018 Executive Summary

# 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

#DidYouKnow



Julie Davis ✓  
@juliehDavis

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

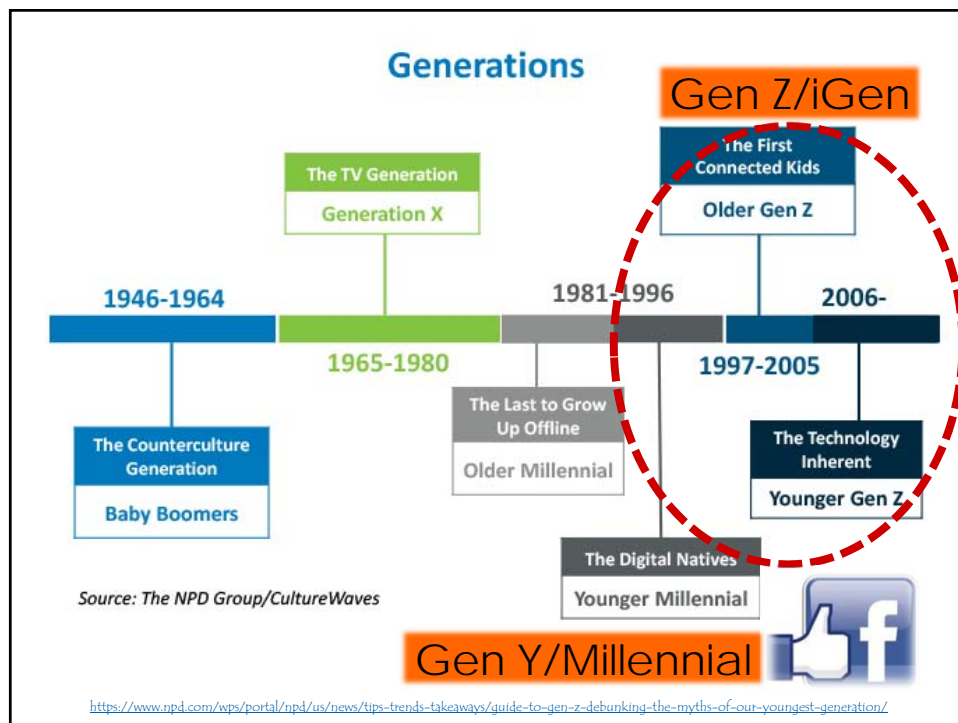
Pervasiveness of "Fake News" Effect

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





## 10 Things We Learned About Teenagers and News

1. News is everywhere all the time, but most don't pay a lot of attention to it.
2. And yet, it is embarrassing not to know what's going on in the world.
3. If you don't understand the news, it's hard to start reading it.
4. But adding just a bit of world or national news to your feeds can help almost immediately.
5. Teenagers avoid the news because it's depressing.
6. But if you can do something about what you're reading, it isn't so overwhelming.
7. It's very difficult to sort "real" from biased or "fake" news, given our political divide.
8. But getting information from a variety of sources can help solve the fake-news problem and makes for a healthy news "diet" overall.
9. Figuring out how, when and where to get your news is key to mental health.
10. Understanding the news can help you relate to family members across generations.

<https://www.nytimes.com/2018/02/01/learning/10-things-we-learned-about-teenagers-and-the-news-the-results-of-our-student-news-diet-challenge.html>

### New York Times Media Literacy Project

The challenge was time-consuming, and we knew we were asking a lot. To participate, students had to complete three tasks:

1. Do a personal 24- to 48-hour news audit in which you record all the news you get now, where it comes from and how well it meets your needs and interests.
2. Change your "news diet" to make it better meet your needs. Tinker with sources, content and platforms to address what you discovered in your news audit.
3. In a personal essay (500 words or fewer) or video (one minute or shorter), reflect on your experiences before and after you experimented with your news diet, and sum up how you see the role of news in your life now.

### 10 Things We Learned About Teenagers and the News: The Results of Our Student 'News Diet' Challenge

By Katherine Schifano

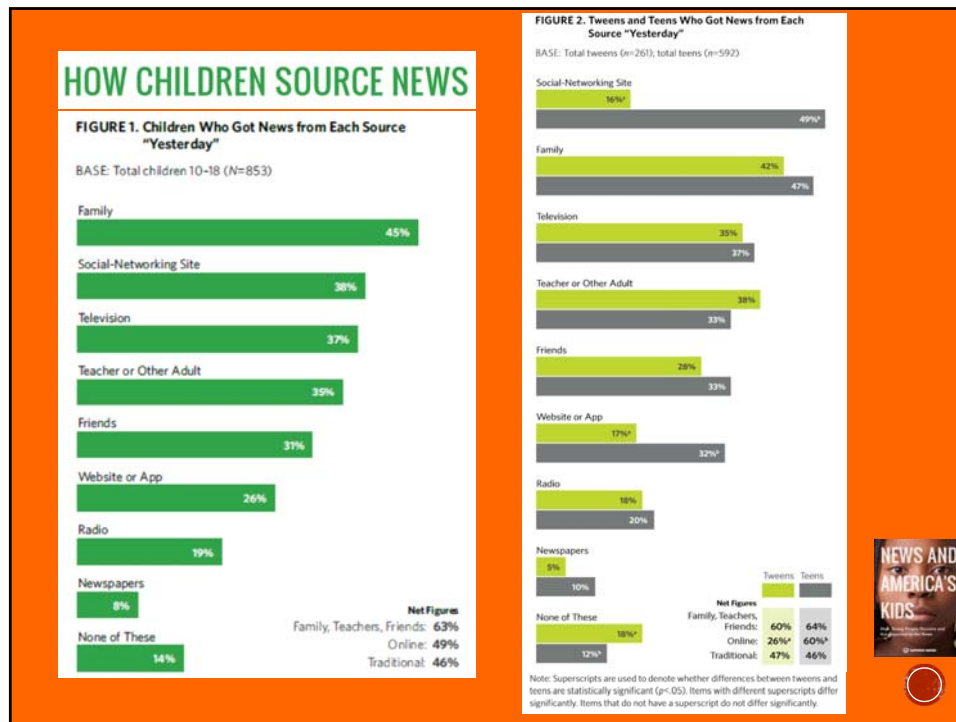
According to recent research,  
many Gen Z kids regularly consume news.  
Where do they tend to get their news?

- a. Family
- b. Television
- c. Social Media
- d. Website or App

Kids get their news mostly from *family*  
followed by *social media, TV, and teachers*

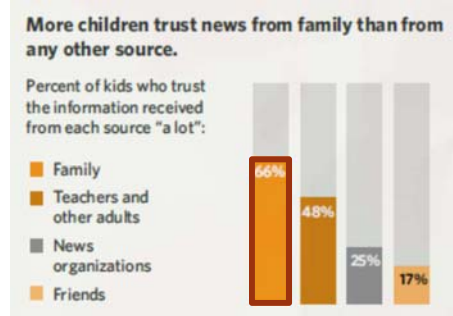




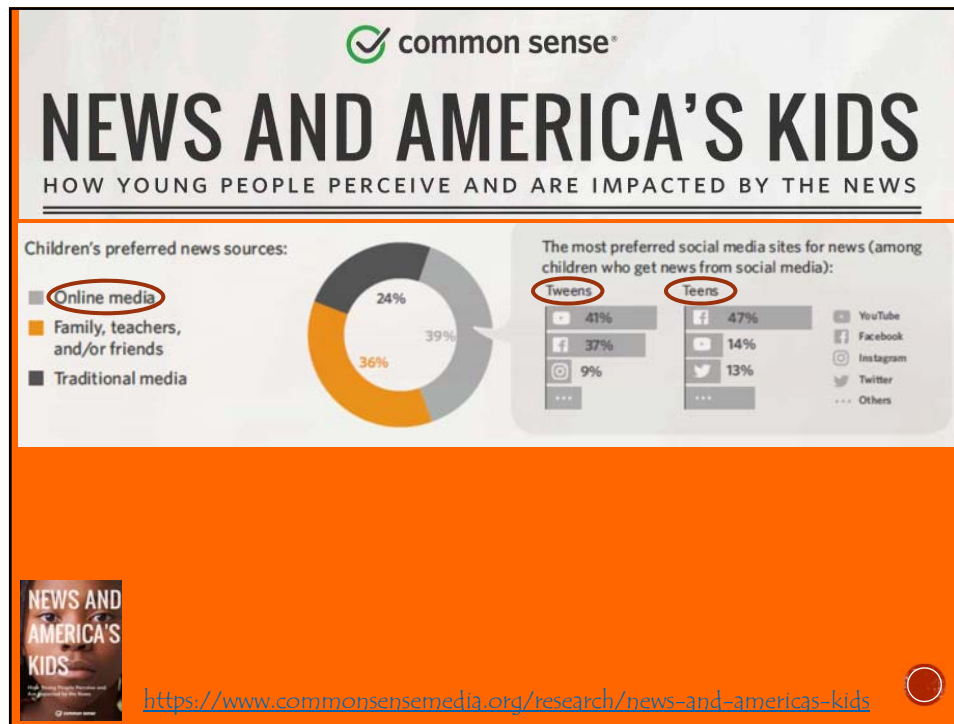


Which source does Gen Z **trust** most for news?

- 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

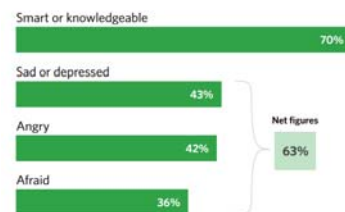


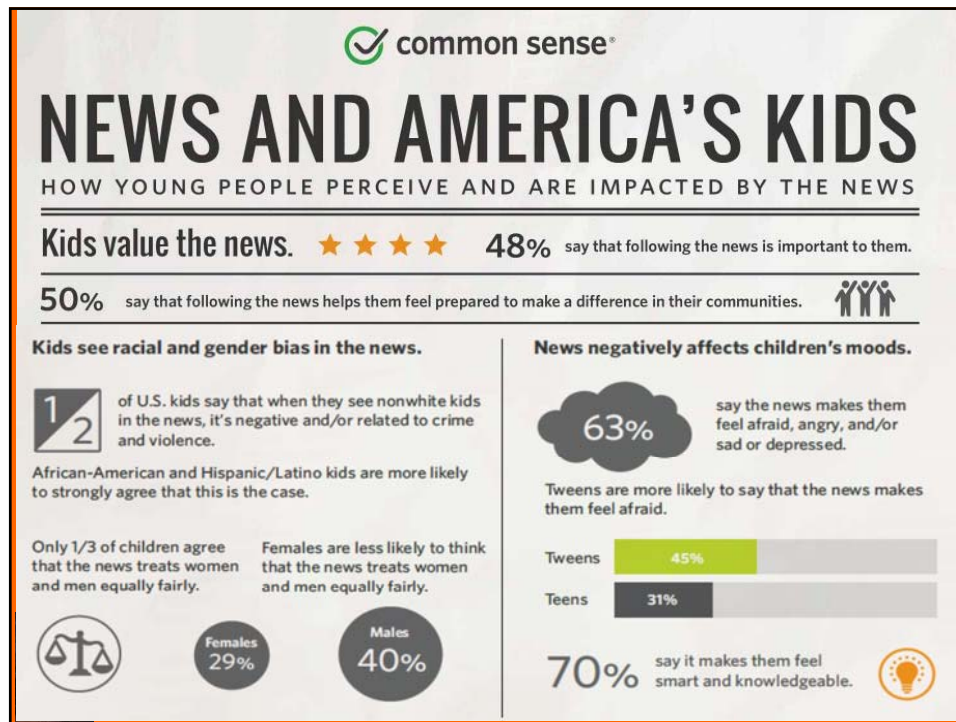
How do tweens and teens **experience the news** – how do news stories/headlines make them feel?

- 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**

FIGURE 16. Children Who Feel the Following When Watching, Reading, or Hearing About the News

BASE: Total children 10-18 (N=853)



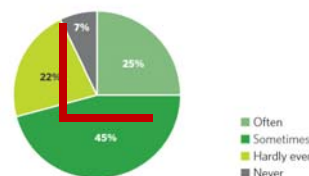


When tweens and teens come across a suspicious news story online, do they check it out?

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

FIGURE 13. How Frequently Children Take Action to Determine the Validity of a Suspicious News Story

BASE: Children 10-18 who get news online (n=768)



Note: Does not sum to 100% due to rounding.

Only one in four tweens and teens 'often' check the validity of a news story



 common sense®

# NEWS AND AMERICA'S KIDS

HOW YOUNG PEOPLE PERCEIVE AND ARE IMPACTED BY THE NEWS

---



**Fake news fools kids.**

**44%** of children feel that they can tell fake news stories from real ones.

**31%** of kids who shared a news story online in the last six months say they shared a story that they later found out was wrong or inaccurate.



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





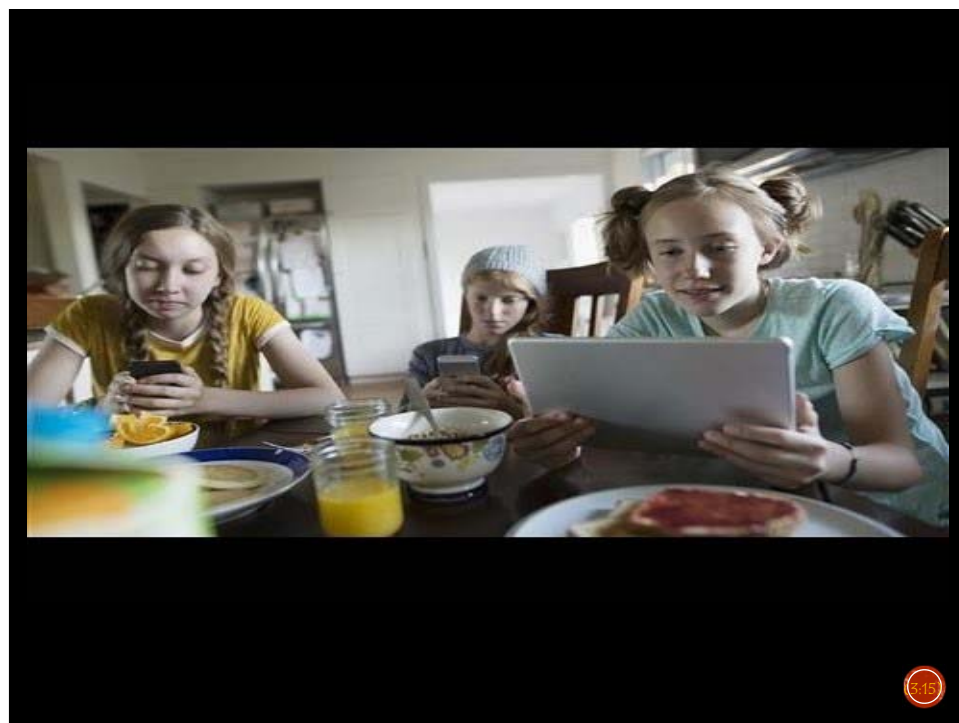


**EVALUATING INFORMATION: THE CORNERSTONE OF CIVIC ONLINE REASONING**  
EXECUTIVE SUMMARY  
STANFORD HISTORY EDUCATION GROUP  
PRODUCED WITH THE SUPPORT OF THE ROBERT R. MCCORMICK FOUNDATION

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,

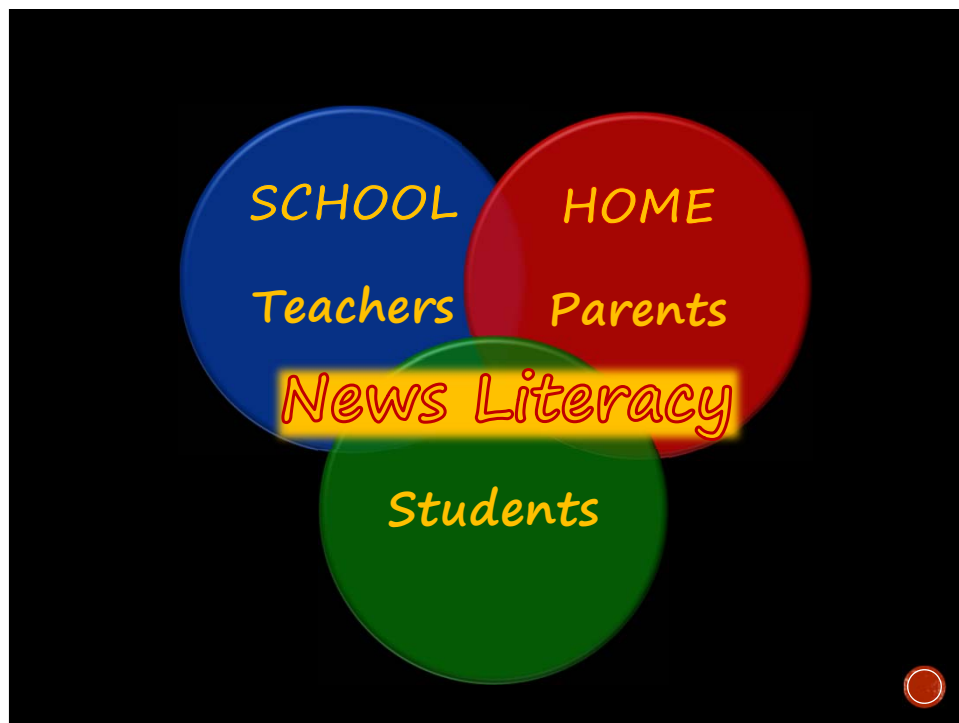
**WE** – the consumers –  
need to determine for ourselves  
what is reliable and what is not.



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 state



**Media Literacy now**


We are the leading national advocacy organization for media literacy education policy.

[DONATE](#)

[Welcome](#) [What is Media Literacy?](#) [Current Bills & Existing Law](#) [Recent News](#) [Take Action](#) [Stories](#) [Resources](#) [Who We Are](#)

[Contact Us](#)

We're putting **Media Literacy**  
**on the public policy**  
**agenda.**



Media Literacy  
engages students

Media Literacy  
empowers students

Media Literacy  
drives civic participation

<https://medialiteracynow.org/>

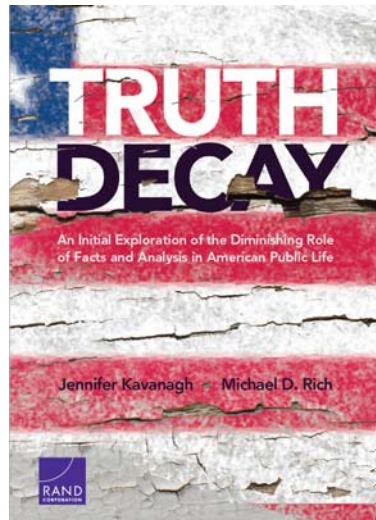


Table S.1 summarizes the hallmark characteristics of the four trends and identifies examples of each. Rigorous documentation of and empirical research into these trends are essential to understanding the Truth Decay phenomenon.

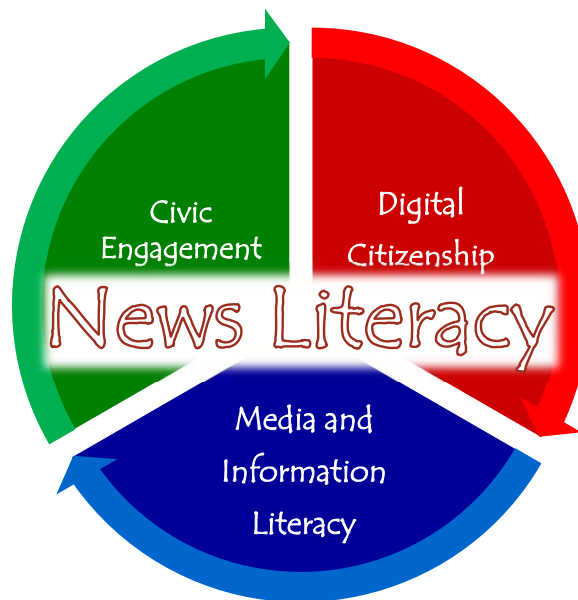
**Table S.1**  
The Four Trends of Truth Decay

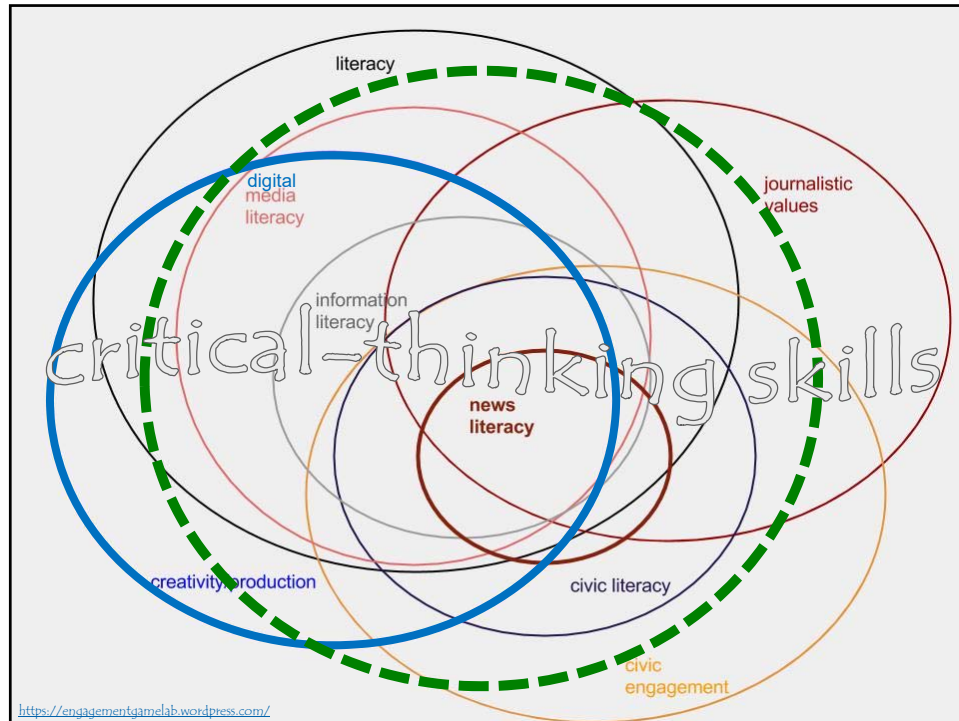
Trend	Example
Increasing disagreement about facts and analytical interpretations of facts and data	The shift in opinion about the safety of vaccines and genetically modified foods; public perception of trends in violent crime in the United States
A blurring of the line between opinion and fact	Journalistic pieces that do not distinguish clearly between opinion and fact (e.g., "News Page Columns" in the <i>New York Times</i> )
The increasing relative volume, and resulting influence, of opinion and personal experience over fact	Speculation, opinion, and falsehoods disseminated in traditional media (e.g., newspapers and television) and social media channels that drown out verifiable data (e.g., on such topics as the effect of immigration on jobs and crime)
Declining trust in formerly respected sources of factual information	Significant drops in public confidence and trust in government, newspapers, television news, books, the judiciary, and the presidency, as indicated by polls

**Table 6.4**  
Research Priorities for Solutions and Responses

Research Priority	Sample Research Questions
4.A: Educational interventions	<ul style="list-style-type: none"> <li>What sorts of community outreach programs might increase political engagement and awareness in local communities?</li> <li>What channels exist for providing media literacy or civics education to adults?</li> <li>How can civics education and training in critical thinking be provided more effectively in schools, colleges, and universities? How can these programs be scaled to reach a wider audience?</li> <li>How can media literacy be integrated into existing programs?</li> </ul>

*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.*

	JOURNALISM	ENTERTAINMENT	PUBLICITY	PROPAGANDA	RAW INFORMATION
Goal	To Inform	To Amuse	To Promote	To Build Mass Support	To Bypass
Method	Verification Independence Accountability	Storytelling, performance, visually, music	Public Relations Activities	One-Sided Accounts or manipulation	Social Networks
Practitioners	Reporters, Videographers Editors	Actors, Musicians, Producers	Publicists, Gov't Spokespersons	Political Operatives	Anyone with Internet
Outcome	Empowers Citizens through Education	Increased Sales	Heightened awareness	Group gains power	Outlet for self- expression

## Information Neighborhoods

[drc.centerfornewsliteracy.org//content/lesson-3-know-your-neighborhood](http://drc.centerfornewsliteracy.org//content/lesson-3-know-your-neighborhood)



2. News is subject to a journalistic process that is verifiable, independent, and accountable

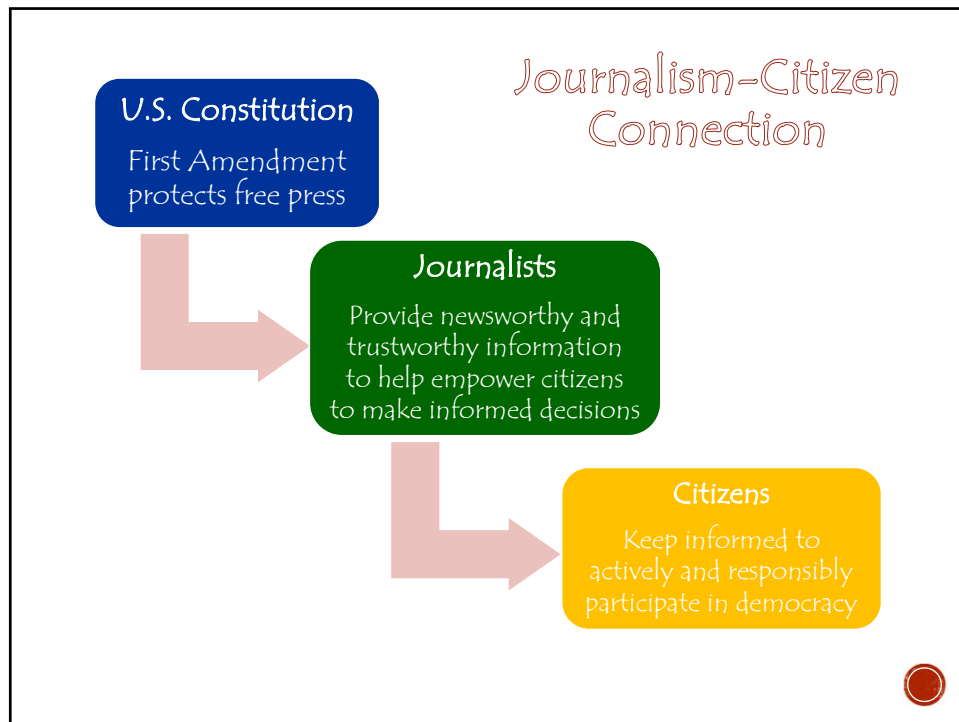


3. Journalism practices  
are protected by the  
U.S. Constitution



... because democracy depends  
on informed citizens who  
can discern the reliability,  
credibility, and accuracy  
of information





### News Literacy

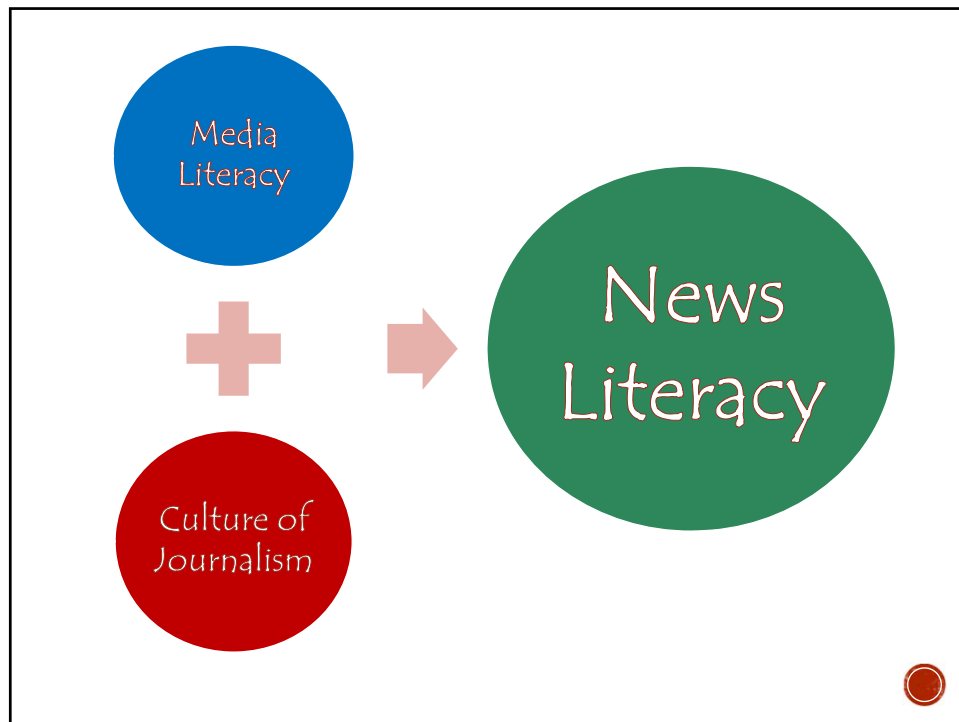
**is the ability to use critical thinking skills to judge the reliability and credibility of news reports and information sources.**

Clark Bell : <http://goo.gl/aHgibX>

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](#)]



<p><b>Media Literacy</b>  is the ability to  access  analyze  evaluate  create and  communicate  <b>reflect and act</b>  messages  in all media forms</p>	<p><b>News Literacy</b>  is the ability to  judge the  credibility  and reliability  of news reports  and understand  why it matters –  First Amendment  Fourth Estate  Culture of Journalism</p>
---	---



**Media Literacy Digital Literacy**  
**Critical Thinking Competencies for the 21<sup>st</sup> Century**

- 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 ascertain 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.

Adapted from The Aspen Institute Communications and Society Program, *Digital and Media Literacy: A Plan of Action*, Washington, DC: The Aspen Institute, November 2010

**MICHAEL SPIKES**  
 Educational Technology Specialist  
 Center for News Literacy, Stony Brook University

**Why News Literacy Matters**

**Are you  
news literate?**

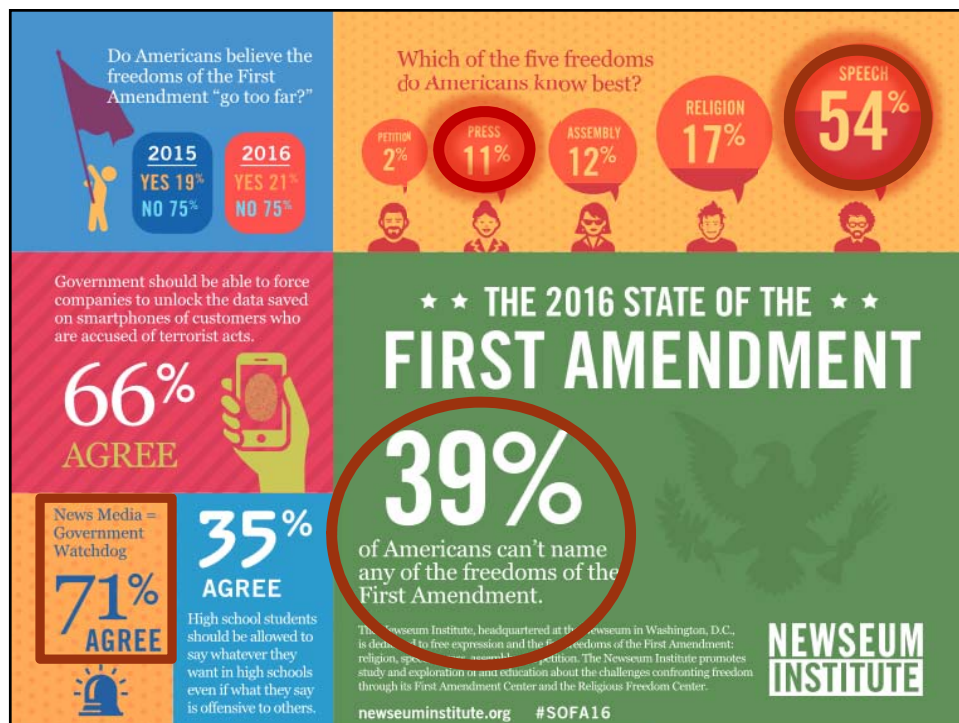
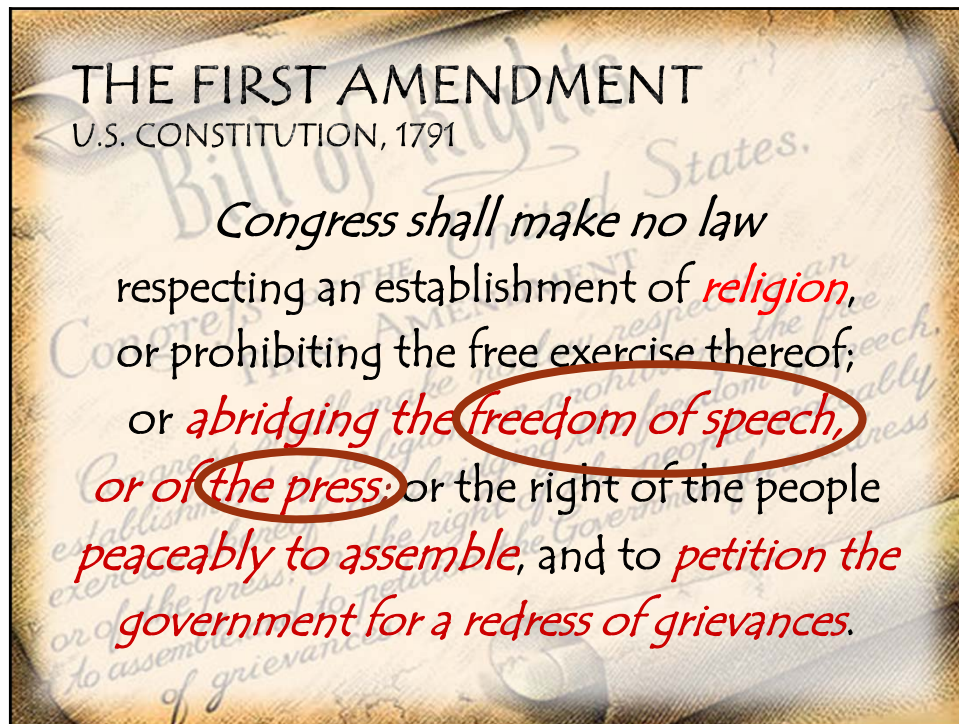


**Take the quiz...**

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

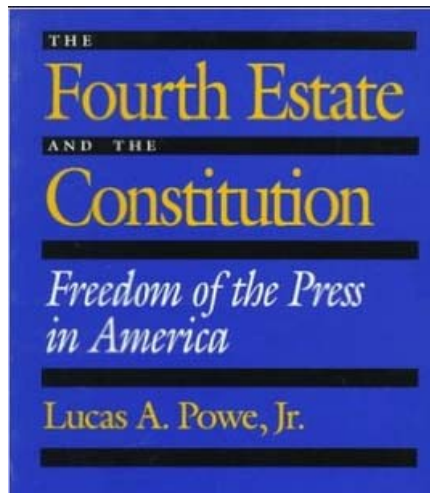








Free Speech	Free Press
is integral to democracy— freedom to say whatever you want within bounds of law	free expression within journalism framework of ethics and values
DO NOT have to tell the truth	professional codes of conduct — impartial & balanced respect facts correct errors no malicious lies, etc. ●



## 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







By the way, if there is any moment that the press in our country's history has a major role, it is this moment. This is your moment. You have got to put it out there so people can understand what is going on. I have said it before and I'll say it again, this is about the fight for the soul of our democracy. We cannot afford to lose this one. Thank you very much.

Who is a **journalist**?

- a. Member of a news organization
- b. Citizen who posts a news event live
- c. Blogger who writes for a website
- d. 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

BEYOND  
FOURTH  
ESTATE

FIFTH  
ESTATE

IS THERE  
A SIXTH  
ESTATE?

next evolution  
of journalism

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

Shield laws and protection of sources by state



### In a private meeting, President Trump allegedly urged Comey to imprison journalists

By [Jonathan Stalton](#) • May 16, 2017

President Trump asked former FBI Director J. Edgar Hoover to look up journalists for publishing classified information during a February Oval Office meeting, according to a memo written by Comey shortly after the meeting summarized [here](#) by The New York Times.

Trump urged Comey to imprison journalists at the beginning of an exchange during which he also asked the former FBI chief to look off an investigation into then-National Security Advisor Michael Flynn, according to the story.

Mr. Comey had been in the Oval Office that day with other senior national security officials for a terrorism threat briefing. When the meeting ended, Mr. Trump told them privately — including Mr. Comey and Attorney General Jeff Sessions — to leave the room except for Mr. Comey.

After in the Oval Office, Mr. Trump began the discussion by condemning leaks to the news media, saying that Mr. Comey should consider putting reporters in prison for publishing classified information, according to one of Mr. Comey's associates.

## 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 [pic.twitter](#)

### 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"



## 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>

## The Inverted-Pyramid Style of Reporting





# 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.

**The New York Times**

Tuesday, June 5, 2018 | Today's Paper | Video | 63°F | S. & P. 500 +0.10% ↑

World U.S. Politics N.Y. Business Opinion Tech Science Health Sports Arts Books Style Food Travel Magazine T Magazine Real Estate ALL

**Trump and His Team Embrace a Vision of Vast Executive Power**  
 By CHARLIE SAVAGE 53 minutes ago

- President Trump, ramping up his assertions of extraordinary powers, declared in a tweet that he had "the absolute right" to pardon himself for any crime.
- 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.

911 Comments

**Manafort Is Accused of Attempted Witness Tampering**  
 By MATT APPEZZO

**Kate Spade, Whose Bags Carried Women Into Adulthood, Dies at 55**  
 Ms. Spade, a designer who created an empire with clever bags that were an instant hit with career women, was found dead in her Manhattan apartment after an apparent suicide.  
 By JONAH ENGEL, BROMWICH, VANESSA FRIEDMAN and MATTHEW SCHNEIER  
 My 'First Grown-Up' Handbag: Kate Spade Fans React

**Why Can't Native Americans Make Whiskey?**  
 By C. JARRETT DIETTERLE and KEVIN R. KOSAK  
 Outdated, paternalistic laws prevent tribes from taking part in the craft-spirits boom.

**Why Did Liberals Join the Majority in the Masterpiece Case?**  
 By KATE SHAW  
 One explanation is simple pragmatism. Another is influence.

**The Masterpiece Decision Isn't Harmless**  
 By SILAS HOUSE  
 It is likely to embolden anti-gay legislation.

- Colorado Made the Masterpiece Case Easy
- After Masterpiece, It's Time to Change the Constitution
- Is Health Care Really a Winner for Democrats?
- Are You Sure You Want a Right to Trump's Twitter Feed?
- End the Blockade of Qatar
- Housing the Homeless
- Sign Up for Our World Cup Newsletter »

Your Tuesday Briefing

# Los Ang

"All the News That's Fit to Print"

# The New York Times

Late Edition  
Today: partly of clouds, low to high 60s. Tonight: mostly clear, low to 50s. Tomorrow: sunny for the most part, a warm afternoon, high 50s. Weather map, Page B12.

WEDNESDAY, SEPTEMBER 13, 2012 \$2.50

## U.S. vows 'justice' for a

## ATTACK ON U.S. SITE IN LIBYA KILLS ENVOY; A FLASH POINT FOR OBAMA AND ROMNEY




**CIVILIANS** tend to J. Christopher Stevens, America's ambassador to Libya, at the consulate in Benghazi. The U.S. said the assault on the facility appeared to be more than a reaction to an anti-Muslim video.

**movie's local origins**  
BY PHIL WELTON AND REBECCA KERRIGAN  
In a run-down theater on a busy stretch of Hollywood Boulevard this summer, an independent theaterhouse had a double bill. "Obama" was on one screen, and "Mandela" on the other.

**Decades Later, a Vision Survives**  
http://www.nytimes.com/2012/09/13/us/politics/obama-libya.html?\_r=1

**Shows a Region Still Volatile**  
BY DAVID I. KIRKPATRICK AND STEVEN LEE MYERS  
CAIRO — Islamic militants armed with automatic weapons and rocket-propelled grenades launched a deadly assault on the United States diplomatic mission in Benghazi, Libya, late Tuesday, killing the American ambassador and three members of his staff and giving questions about the administration's response to the attack.

## What is "fake" news?

- Misinformation
- Disinformation
- Fraudulent
- ☒ 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

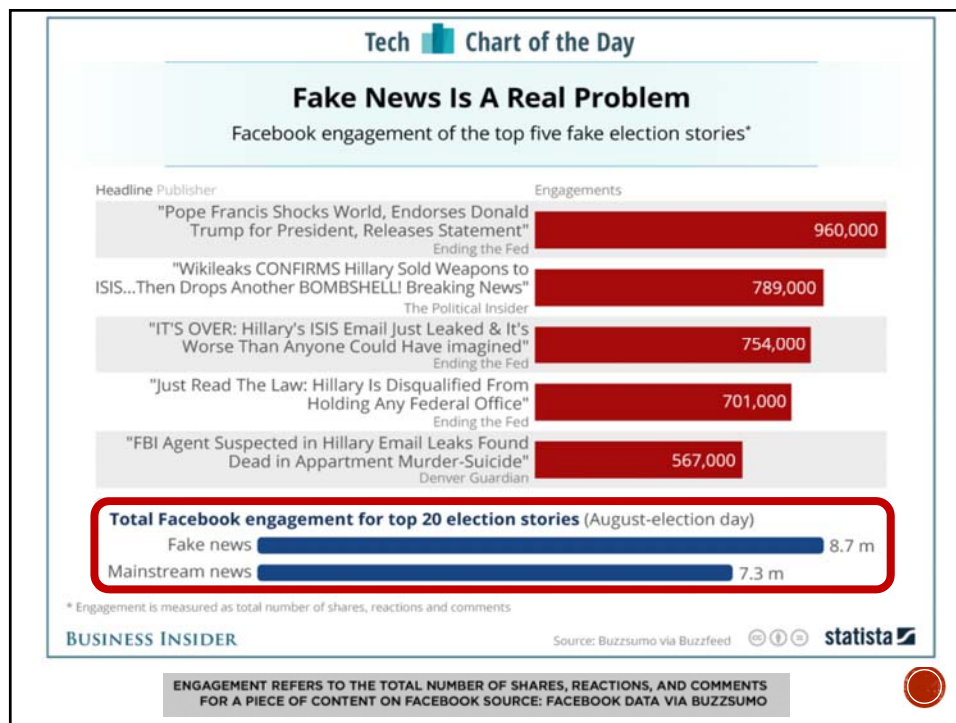
**INTENT**



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



<http://drc.centerfornewsliteracy.org/key-concepts-news-literacy>







**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>

Here's how "fake news" becomes news. And what you can do to recognize it.








6:39

**FIRSTDRAFT**

**7 TYPES OF MIS- AND DISINFORMATION**

**FIRSTDRAFT**

**MISINFORMATION MATRIX**

	 SATIRE OR PARODY	 FALSE CONNECTION	 MISLEADING CONTENT	 FALSE CONTEXT	 IMPOSTER CONTENT	 MANIPULATED CONTENT	 FABRICATED CONTENT
POOR JOURNALISM		✓	✓	✓			
TO PARODY	✓				✓		✓
TO PROVOKE OR TO 'PUNK'					✓	✓	✓
PASSION				✓			
PARTISANSHIP			✓	✓			
PROFIT		✓			✓		
POLITICAL INFLUENCE			✓	✓			
PROPAGANDA			✓	✓	✓		

**FIRSTDRAFTNEWS**

Your guide to navigating the digital information ecosystem

<https://firstdraftnews.com/fake-news-complicated/>

<http://fakenews.publicdatalab.org/download/SAMPLE-field-guide-to-fake-news.pdf>

**A FIELD GUIDE TO FAKE NEWS**

A COLLECTION OF SKILLS AND STRATEGIES FOR NAVIGATING THE DIGITAL INFORMATION ECOSYSTEM

First Draft News

Public Data Lab

First Draft News

Public Data Lab



# BEYOND 'FAKE NEWS'

## 10 TYPES OF MISLEADING NEWS


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

**DIG DEEPER...**

**European Association for Viewers Interest**

**eavi**  
MEDIA LITERACY  
for CITIZENSHIP  
www.eavi.eu

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



**Propaganda:**  
emotional appeal to manage attitudes, values, and knowledge – more often harmful than beneficial – used by governments, corporations and non-profits

<https://youtu.be/XsBRH15iCo>

## 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)



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



## Fonda Speaks To Vietnam Veterans At Anti-War Rally



Actress And Anti-War Activist Jane Fonda Speaks to a crowd of Vietnam Veterans as Activist and former Vietnam Vet John Kerry (LEFT) listens and prepares to speak next concerning the war in Vietnam (AP Photo)

In this original photo from June 13, 1970, John Kerry prepared to give a speech at the Register for Peace Rally in Mineola, N.Y.

This doctored photo circulating on the Internet places Jane Fonda, an outspoken critic of the Vietnam War, next to John Kerry.

Doctored Content: digitally altered to discredit by association

## Parkland survivor Emma Gonzalez falsely accused of ripping up the Constitution

LIFESTYLE

# Fake GIF!

Emma González **did not** rip up the Constitution

0:01 / 1:08

Doctored Content: digitally altered with intent to deceive

Hoax: malicious deception








[U.S.](#)
[International](#)
[Politics](#)
[Lifestyle](#)
[Entertainment](#)
[Virtual Reality](#)
[...](#)

[Home](#) > [News](#) > Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide



## Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide

By *Jimmy Rustling*, ABC News - November 11, 2016 81988 719

SHARE

 Facebook
  Twitter
  G+
  P



Counterfeit/Imposter: poses as a genuine source or well-known brand



# Man Tries to Hug a Wild Lion, You Won't Believe What Happens Next!

EARTH PORN — 1620 COMMENTS



Clickbait: eye-catching sensational headline/photo designed to distract and drive ad revenue



**YAHOO!**

**Celebrity** Associated Press  
**Call reveals frantic effort to save Bode Miller's daughter**  
 LOS ANGELES (AP) - A woman frantically asks an emergency dispatcher to coach her on how to perform CPR during a 911 call as she and others desperately struggle in vain to save the life of Bode Miller's daughter.

**Sponsored** **Stitch Fix**  
**New Styles For Summer**  
 Stitch Fix is the personal style service that evolves with your taste, needs and lifestyle delivered to your door at an affordable price.

**Celebrity** File Photo  
**Anthony Bourdain's 'crazy' love for Asia Argento worried his circle of friends: report**  
 Though some things about Bourdain's sudden death remain a mystery, one thing that is certain was the food connoisseur's love for Italian actress, Asia Argento. But his passionate love for her was not the only reason he was so close to her.

**Advertorial**

**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







NEWS IN BRIEF

### CNN Promises To Maintain Complete Lack Of Editorial Integrity Despite AT&T-Time Warner Merger

Today 5:56pm



ATLANTA—In response to a U.S. district court judge overturning a Justice Department ruling that had previously blocked an \$85 billion merger between telecom giant AT&T and its parent company, Time Warner, CNN reportedly promised Tuesday that the consolidation would have no effect on its ability to maintain a complete...



**Trump Touts Success Of Singapore Summit After Securing \$10 Billion Trade Deal To Sell Nuclear Warheads To North Korea**


SINGAPORE—Saying the agreement represents a major high point in American international relations, President Trump concluded his summit with Kim Jong-un Monday by securing a \$10 billion trade deal to sell both strategic and tactical nuclear warheads directly to North Korea. "There was some negotiating involved in getting [Jong-un] to buy as many nukes as we wanted to..."

[Continue Reading](#)

NEWS IN BRIEF

### Saudi Arabia Announces Escalation Of Human Rights Abuses To Curry More Favor With U.S.

Today 5:12pm



RIYADH, SAUDI ARABIA—In an effort to emulate the recent success of North Korea, the Kingdom of Saudi Arabia announced Tuesday plans to escalate human rights abuses to curry more favor with the United States. "We really need to take bold steps to double the number of unlawful airstrikes on Yemeni civilians while..."

**Satire or Parody:** social commentary with no intent to deceive

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

Note to Breitbart: Earth Is Not Cooling, Climate Change Is Real and Please Stop Using Our Video to Mislead Americans

Published Dec 6 2016 02:16 PM EST | weather.com

The Weather Channel typically sticks to reporting on science and weather, but it waded into politics on Tuesday, after climate skeptics had appropriated its work and presented it in a context that the channel considers incorrect and irresponsible.


In an [editorial posted to Weather.com](#), the Weather Channel singled out last week's [Breitbart News article](#), headed "Global Temperatures Plunge. Icy Silence from Climate Alarmists." The gist of the column on Breitbart, a right-wing news site whose former executive chair, Steve Bannon, is now working with President-elect Donald Trump, was that global land temperatures have dropped by one degree Celsius since the middle of this year and that this has been greeted with silence by media outlets that are supposedly pushing an "alarmist narrative."

"The last three years may eventually come to be seen as the final death rattle of the global warming scare," Breitbart columnist James Delingpole wrote.

Much to the Weather Channel's chagrin, one of its videos — "La Niña in Pacific Affects Weather in New England" — was plastered prominently above the text.

"Breitbart had the legal right to use this clip as part of a content-sharing agreement with another company, but there should be no assumption that the Weather Company endorses the article associated with it," the editorial reads.

**Pseudoscience:** climate change deniers misrepresent scientific research




Fake News

### Was Anthony Bourdain Killed by Clinton Operatives?

11 June 2018 - Spurious claims linking the celebrity chef's death to Hillary Clinton were published on a web site notorious for spreading fake news and conspiracy theories.

### Eyewitness Testimony Confirms a Second Parkland Shooter?

19 February 2018 - Dubious web sites have used students' purportedly conflicting accounts of a Florida mass shooting to suggest a nefarious conspiracy.



## Comet Ping Pong Pizzeria Home to Child Abuse Ring Led by Hillary Clinton

A detailed conspiracy theory known as "Pizzagate" holds that a pedophile ring is operating out of a Clinton-linked pizzeria called Comet Ping Pong.

**Conspiracy Theory:** false narratives or rumors created and spread by people who appear to believe them in response to feelings of uncertainty or powerlessness



### North Carolina For Donald Trump

October 14, 2016 ·

Pope endorses Trump!  
Game changer !!

<http://endingthefed.com/pope-francis-shocks-world-endorses-...>




### Pope Francis Shocks World, Endorses Donald Trump for President, Releases Statement

VATICAN CITY – News outlets around the world are reporting on the news that Pope Francis has made the unprecedented decision to endorse a US...

[ENDINGTHEFED.COM](http://ENDINGTHEFED.COM)

**Bogus/Partisan:** fabricated content/website intended to spread disinformation

Articles tagged: Endingthefed.com

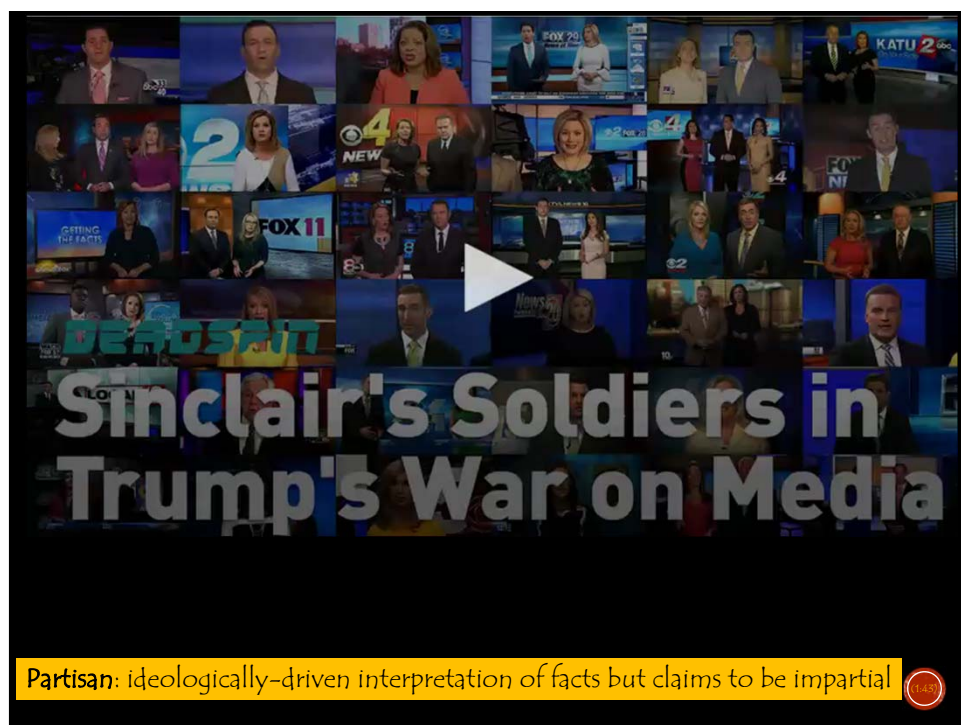
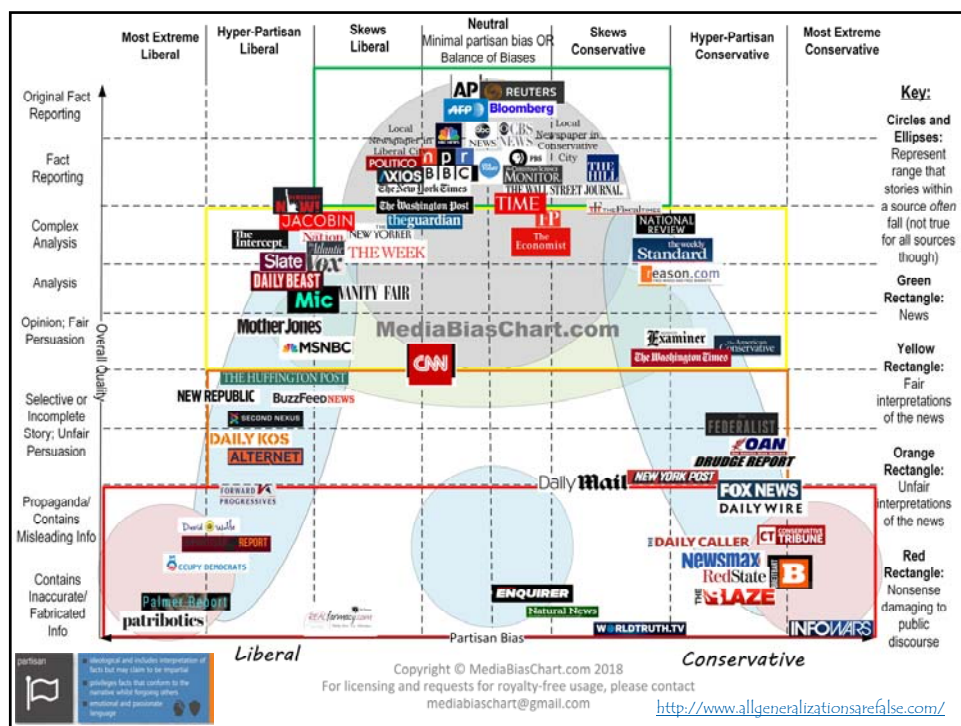
**DNC Called Pennsylvania and Ohio Voters 'White Trash?'**  
Aug 18, 2016 - Fake news reported a WikiLeaks DNC e-mail dump captured Democratic staffers referring to voters in Pennsylvania and Ohio as "white trash" and "shovel."

**Obama Declares His Family Will Move to Canada If Trump Is Elected**  
Aug 18, 2016 - A fake news story reporting that President Obama stated he was considering moving to Canada if Donald Trump were elected was aggregated by at least one non-satire publication.

EndingTheFed.com was anonymously registered by its current owner in March of this year. The site has grown quickly thanks to a strategy of publishing aggressively pro-Trump, right-wing stories. Even more notable is that the majority of its recent stories are simply taken word for word from other right-wing sites.

That means Facebook, the largest social network on the planet, actively promoted a fake story from a website that basically exists to republish other, often dubious, posts from fringe sites on the conservative web.

It's unclear whether Ending the Fed has permission to republish content from other sites, or if it's committing mass plagiarism. BuzzFeed News contacted the site but has not heard back. Facebook declined to comment on the record about how the story made it to the Trending Topics list.



# WHERE IS SINCLAIR BROADCAST GROUP?

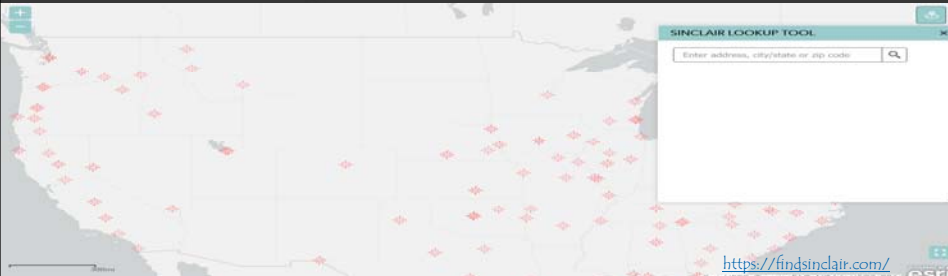
**ENTER YOUR ZIP TO FIND THE STATIONS NEAREST YOU**

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!



# DEEPPFAKE

## 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?



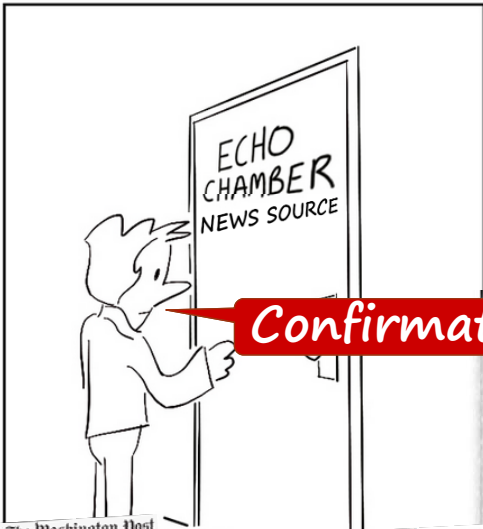




Echo Chambers  
Filter Bubbles  
Confirmation Bias







News media outlets that cater to a particular political ideology create *echo chambers*

People tend to avoid sources that challenge their viewpoints and seek out sources that reinforce their worldview

**Confirmation Bias**

*What's the problem?*

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

The Washington Post  
6 in 10 of you will share this link without reading it, a new, depressing study says  
David H.

Social Clicks: What and Who Gets Shared on Twitter?  
Mature Children: 1. Apple Rematchmen 2. August Chumney 3. Ansel Lopez 4. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 912. 913. 914. 915. 916. 917. 918. 919. 920. 921. 922. 923. 924. 925. 926. 927. 928. 929. 930. 931. 932. 933. 934. 935. 936. 937. 938. 939. 940. 941. 942. 943. 944. 945. 946. 947. 948. 949. 950. 951. 952. 953. 954. 955. 956. 957. 958. 959. 960. 961. 962. 963. 964. 965. 966. 967. 968. 969. 970. 971. 972. 973. 974. 975. 976. 977. 978. 979. 980. 981. 982. 983. 984. 985. 986. 987. 988. 989. 990. 991. 992. 993. 994. 995. 996. 997. 998. 999. 1000.

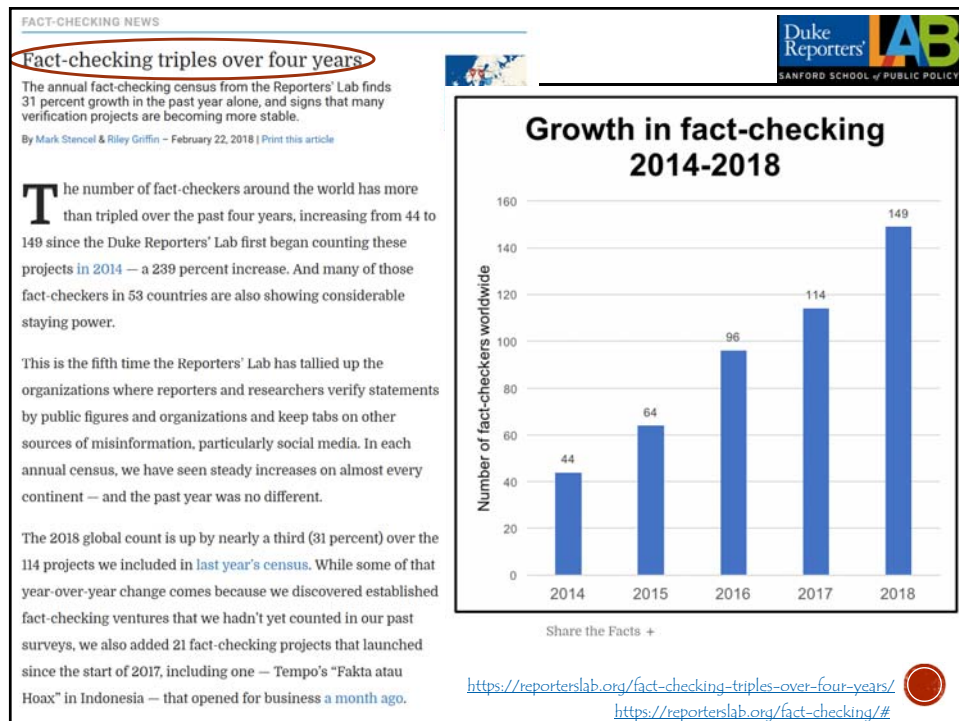
Jonny opened the door to the one place he always heard the truth.

**DANGER OF FILTER BUBBLES  
UNINTENDED CONSEQUENCES**



Are you trapped in a filter bubble?





# 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 our 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?*

# Culture of Journalism

### 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?

How might it make me feel?

Does confirmation bias trap me in a filter bubble? Should I share it?

## Culture of Journalism

Key Questions for Critical News Consumers and Informed Citizens

**News Literacy 101**



**News Literacy: What You Need to Know**

News literacy is knowing how to judge the reliability and credibility of news and information, identify bias and falsehoods, and understand ways in which political and cultural freedoms shape what we consume and create in the media ecosystem. Get into the habit of asking key questions to analyze and evaluate news and journalistic standards and practices across media platforms.

News Headline: \_\_\_\_\_ Story Type: \_\_\_\_\_

News Source: \_\_\_\_\_ Story Prominence: \_\_\_\_\_

CORE CONCEPTS	KEY QUESTIONS
<b>Authorship</b> News stories are constructed. News is constructed by journalists – reporters, editors, photographers, videographers, etc. – who serve as gatekeepers to determine the validity and veracity of the information in the news production process. The Internet has enabled news consumers who post, share or retweet news stories to be a gatekeeper without regard to the authenticity and reliability of the information.	Who constructed the news story? When was it created? Who wrote, photographed, edited, produced, and distributed it? Did it originate from a news organization? Alternative news source? Or social media platform? Was the news story constructed by a professional journalist? Citizen journalist? Blogger? Lobbyist? Government official? Expert in the field? Activist? Ordinary person? News-writing bot or computer-generated algorithm? How do you know?
<b>Format</b> Each medium has distinctive characteristics and formats, content using creative techniques specific to the media platform – text, graphics, audio, video or multimedia – to attract our attention. Journalism uses codes and conventions specific to news storytelling such as headline, lead, byline, dateline, inverted pyramid, story structure and format is based on news values that determine the prominence a story is given by a news outlet and, in turn, the attention it is given by the audience.	Which medium is used to report the news story – print, radio, TV, Internet, social media? Is the story interactive or multimedia? What type of story is it – straight news, feature, opinion, analysis, investigative, review? What techniques are used to attract our attention? Large headline or visual – photo, image, graph, chart, political cartoon? How prominent is the story? Is it on the front page? Above the fold or the top of the screen or featured on the social media platform? How much space is devoted to the story – minutes or column inches – over how much time or page view we need? How do the linguistic languages of the media platform, story type and news values affect the coverage?
<b>Content</b> News content is an account of an event that presents a view of reality. To ensure the rights of citizens to truthful and unbiased information, the news-gathering process is guided by professional codes of ethics and core principles of journalism – standards of objectivity, balance, fairness, and accuracy to ensure verification, transparency and accountability. Note: Journalism distinguishes between news and opinion such as columns, commentary, editorials and reviews written from a specific viewpoint.	What is the main idea in the story? Does the lead convey the main point? Do the headline and photos match the story? Or are they used to attract attention and/or evoke strong emotions? What story is being told? The event, issue or newsmaker? What underlying values or points of view are represented – or missing? What might be implied and not explicitly stated or selectively omitted from the news story? Is the text, audio or video digitally altered? Is the coverage reliable and credible or misleading and biased? Is the source identified or anonymous? Is a context provided? Is the story pre-processed or hyper-partisan? Is opinion disguised as fact? Is the content more responsible or based on flawed logic? Is the source selection or story angle biased in any way?
<b>Purpose</b> Media messages are constructed for a purpose – to inform, educate, entertain, persuade, attract, gain profit, or gain social power. The primary purpose of news is to inform citizens about public affairs and issues. The First Amendment empowers the press to “pursue as the fourth estate – an unofficial branch of government that monitors the legislative, judicial, and executive branches for abuses of power.	What is the purpose of the news story? Why was it created, posted and/or shared? Is it to inform, entertain and/or persuade? Or is it to intentionally deceive and spread falsehoods for profit or power? Does the purpose affect how the story is constructed and to whom it is targeted – choice of media platform and story type? How might the purpose shape people's understanding or interpretation of the message? How might the news coverage affect the democratic process?
<b>Audience</b> People understand the same message differently. There is no one way to interpret a news story. People interpret messages based on their prior knowledge, skills, experience, and prevailing values, beliefs, attitudes and opinions. Unconscious or implicit bias that reinforces stereotypes might affect how a person interprets and acts on a news story. Confirmation bias might trap a person in a filter bubble or echo chamber because they prefer news and information that supports their views.	Who is the target audience? How do you know? How might different people interpret the news story? How might their political ideology affect their interpretation? How might unconscious bias affect a person's understanding of the message or attitudes, beliefs and opinions about the topic? How might confirmation bias affect people's news choices? What actions, if any, might someone take in response to this story? What does the message mean to you? How do you interpret it? Does it reinforce or conflict with your knowledge, values and beliefs? How might it affect the way you act, think, and feel about the event, issue or person in the news?

Bobbie Steinbock, Ph.D. © 2013 | bobbie@medialit.org


**THE STUDENT GUIDE TO NEWS LITERACY**  
HOW TO BE A CRITICAL NEWS CONSUMER

1. How news stories are told  
2. Where do you get news?  
3. Why does news literacy matter?  
4. What's news literacy?  
5. News literacy challenges  
6. Media literacy resources  
7. Media literacy resources  
8. Media literacy resources  
9. Media literacy resources  
10. Media literacy resources  
11. Media literacy resources  
12. Media literacy resources






© 2013 Bobbie Steinbock, Ph.D.  
The Student Guide to News Literacy: How to Be a Critical News Consumer


Media Deconstruction/Construction Framework				
#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	Authorship	Who created this message?	All media messages are constructed.	What am I authoring?
2	Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format, creativity and technology?
3	Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target audience?
4	Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my content?
5	Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my purpose effectively?

**CML** © 2009 Center for Media Literacy / [www.medialit.org](http://www.medialit.org)

 <b>CML's Questions to Guide Young Children: Deconstruction and Construction</b>			
<b>Deconstruction</b>			
	<b>Core Concepts</b>	<b>Key Questions</b>	<b>Questions to Guide Children</b>
<b>Construction</b>			
	<b>Core Concepts</b>	<b>Key Questions</b>	<b>Questions to Guide Children</b>
1	All media messages are constructed.	Who created this message?	<ul style="list-style-type: none"> <li>What am I making?</li> <li>How do I put it together?</li> </ul>
2	Media messages are constructed using a creative language with its own rules.	What creative techniques are used to attract my attention?	<ul style="list-style-type: none"> <li>What does it look, sound, smell feel, taste like?</li> <li>What do I like or dislike about this?</li> </ul>
3	Different people experience the same media message differently.	How might different people understand this message differently?	<ul style="list-style-type: none"> <li>Who do I want to get this?</li> <li>What might other people think and feel about this?</li> </ul>
4	Media have embedded values and points of view.	What values, lifestyles and points of view are represented in, or omitted from, this message?	<ul style="list-style-type: none"> <li>What am I sharing about how people live and believe?</li> <li>Have I left anything or anyone out?</li> </ul>
5	Most media messages are organized to gain profit and/or power.	Why is this message being sent?	<ul style="list-style-type: none"> <li>What am I telling?</li> <li>What am I selling?</li> </ul>

## 5 CONCEPTS & QUESTIONS FOR MEDIA LITERACY

	CONCEPTS	QUESTIONS
	all media messages are constructed	who created this message?
	media messages are constructed using a creative language with its own rules	what creative techniques are used to attract my attention?
	different people experience the same media message differently	how might different people understand this message differently from me?
	media have embedded values and points of view	what lifestyles, values and points of view are represented in, or omitted from, this message?
	most media are organised to gain profit and/or power	why is this message being sent?













www.eavi.eu

# BEYOND THE HEADLINES

## THE ONLINE NEWS VERIFICATION GAME

**RULES: START WITH 36 POINTS AND SUBTRACT OR ADD POINTS ACCORDINGLY AS YOU ANALYSE YOUR CONTENT. COMPARE YOUR RESULTS WITH OTHERS.**

<b>headlines</b> 	<ul style="list-style-type: none"> <li>the headline makes use of ALL CAPS or excessive punctuation!!!! -1</li> <li>the headline promises secret information, surprise, happiness, outrage? -2</li> </ul>	<b>images</b> 	<ul style="list-style-type: none"> <li>these are stock images or there are no captions on the images -1</li> <li>the images have been doctored or relate to different events -2</li> </ul>
<b>url</b> 	<ul style="list-style-type: none"> <li>the publication does not have its own domain name or uses a free blog platform -1</li> <li>the domain is counterfeit, eg. bbc.com.co -2</li> </ul>	<b>ads</b> 	<ul style="list-style-type: none"> <li>the article is sponsored by a company or organisation -1</li> <li>there are many intrusive banner or pop-up ads or the ads look questionable and cheap -2</li> </ul>
<b>author</b> 	<ul style="list-style-type: none"> <li>there are no examples of their work elsewhere online -1</li> <li>there is no identifiable author or the author is using a pseudonym -2</li> </ul>	<b>text</b> 	<ul style="list-style-type: none"> <li>there are many spelling or grammar errors or the appearance looks unprofessional -1</li> <li>the text frequently uses emotional, hyperbolic or sensationalised language -2</li> </ul>
<b>date</b> 	<ul style="list-style-type: none"> <li>there is no date on the article -2</li> <li>the information in the article is no longer relevant or current -2</li> </ul>	<b>search</b> 	<ul style="list-style-type: none"> <li>there are no links or the links point to questionable sources -2</li> <li>there are no examples of this story elsewhere online -2</li> </ul>
<b>BONUS ROUND</b>			
<b>interviews &amp; opinions</b> 	<ul style="list-style-type: none"> <li>the content quotes sources and names them +2</li> <li>the interviewee is qualified to speak with authority on the topic or more than one opinion was represented in the article +3</li> </ul>	<b>graphs &amp; statistics</b> 	<ul style="list-style-type: none"> <li>refers to a study which is named and linked or you can find the study online +2</li> <li>represents accurately the results of a study or graphs and statistics are clear and precise +3</li> </ul>
<b>BONUS QUESTION</b>			
Can you find out who owns the publication? <b>YES +3 NO -3</b>			

**eavi**  
MEDIA LITERACY  
for CITIZENSHIP  
www.eavi.eu

## NEWSEUM<sup>ED</sup>

### The Consumer's Questions

**WHO** made this?

- Professional journalists?
- Citizen journalists?
- Average Joes?
- 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 this 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.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Putting the Consumer's Questions to Work

Topic your class is investigating: \_\_\_\_\_

Find two sources of information relating to this topic. These could be websites, articles (online or in print), books, video clips, etc.

**ITEM #1**

Headline/Title: \_\_\_\_\_

Media type (book, website, etc.): \_\_\_\_\_

How did you find this information? \_\_\_\_\_

**ANALYSIS**

**Who** made this report? \_\_\_\_\_

**How** is the information sourced? \_\_\_\_\_

**Why** was this report made? \_\_\_\_\_

**When** was this report made? \_\_\_\_\_

**What** is this report missing? \_\_\_\_\_

**Where** do I go from here? \_\_\_\_\_

After answering the consumer's questions about source 1, do you think it is trustworthy? Why or why not? \_\_\_\_\_



**NEWSEUM**  
PRESENTS

facebook

# E.S.C.A.P.E. JUNK NEWS

Visit  
[NewseumID.org](http://NewseumID.org)  
for more  
resources!

8 WAYS TO EVALUATE INFORMATION

## E S C A P E

EVIDENCE	SOURCE	CONTEXT	AUDIENCE	PURPOSE	EXECUTION
DO THE FACTS HOLD UP? Look for information that can be verified. • Numbers • Names • Places • Biographies	WHO MADE THIS, AND CAN I TRUST THEM? Look for the name of the author and the organization. • A person's name • A company's name • A website's name • A person's title	WHAT'S THE BIG PICTURE? Is there a larger context or background to the story? • A person's name • A company's name • A website's name • A person's title	WHO IS THIS INTENDED AUDIENCE? Is the information being shared with a specific group of people? • A person's name • A company's name • A website's name • A person's title	WHY WAS THIS MADE? What is the purpose of the information? • A person's name • A company's name • A website's name • A person's title	HOW IS THIS INFORMATION PRESENTED? Is the information presented in a clear and concise way? • A person's name • A company's name • A website's name • A person's title

**NEWSEUM**  
ID

facebook

# IS THIS STORY SHARE-WORTHY?

The First Amendment protects the right to report and publish information, but not every story is worth your time, energy or share. Use our tool to help you find the good stuff and get it the share.

**DEFINITELY SHARE-WORTHY**

This is real, well-informed information that is accurate and unbiased, and it was created for the public to share. It is a good idea to share this information with your friends and family.

**MAYBE SHARE-WORTHY**

This is real, well-informed information that is accurate and unbiased, but it may not be the best source for your needs. It is a good idea to share this information with your friends and family.

**PROBABLY NOT SHARE-WORTHY**

This is not real, well-informed information that is accurate and unbiased. It is a good idea to share this information with your friends and family.

**NEED HELP?**

**IS IT REAL?**  
Does the SOURCE look legit?  
Is the SOURCE credible?  
Does a search for the source name and the topic, words or images from the story to the source lead to the source?

**IS IT WELL-MADE?**  
Is the story well-written?  
Is the SOURCE credible?  
Does a search for the source name and the topic, words or images from the story to the source lead to the source?

**IS IT NEWS OR OPINION?**  
What is the PURPOSE?  
Is the SOURCE credible?  
Does a search for the source name and the topic, words or images from the story to the source lead to the source?

**IS IT BIAS/OPINION BY FACT?**  
Is there good EVIDENCE?  
Is the SOURCE credible?  
Does a search for the source name and the topic, words or images from the story to the source lead to the source?

**IS IT BIASED?**  
Does the SOURCE look legit?  
Is the SOURCE credible?  
Does a search for the source name and the topic, words or images from the story to the source lead to the source?

**IS THE BIAS OPEN OR SNEAKY?**  
Does the SOURCE look legit?  
Is the SOURCE credible?  
Does a search for the source name and the topic, words or images from the story to the source lead to the source?

**DOES IT ENTERTAIN AND/OR RAISE A QUESTION?**  
What is the SOURCE's PURPOSE?  
Is the SOURCE credible?  
Does a search for the source name and the topic, words or images from the story to the source lead to the source?



# FAKE OR REAL?

## CAN YOU SPOT THE DIFFERENCE?

**The use of exaggerated words or headlines in CAPS are clues to be skeptical.**

*Parent tip:* Talk to kids about how to compare and subject to, subject to, (DONT, Aah is the author trying to persuade or inform?)

**PARENT TIPS**

**Images that are altered, manipulated, or downright fake warrant skepticism.**

*Parent tip:* Find an image known to be fake and talk about how you might be able to tell if it's altered.

**Fraudulent websites can use domain extensions to create web addresses that are very similar to existing, popular web addresses ("com" is popular). Not all sites with domain extensions are fake—it's just the ones that look eerily similar to the legitimate sites you already know.**

*Parent tip:* Identify news sources you trust and how you know they're legitimate. (DONT? It has professional journalists, it's long-standing, and it's available in more than one form.)

**Grammatical errors can be a sign of low quality.**

*Parent tip:* Why are errors a bad sign? (DONT? Read news sites and fact-checkers and copy editors and creators for mistakes with second marks and or dash repeating.)

**When a site lacks an "About Us" section or requires you to register to learn more about the site, that should be a red flag.**

*Parent tip:* Kids can also play detective by trying to find out where news is coming from.

**Use of outdated or fake dates should be a red flag.**

**Beware of sites with lots of ads or images that could simply be used for clickbait.**


*Parent tip:* Some news is available for free online, talk about how news organizations make money. (DONT? Most have subscriptions and some add.)

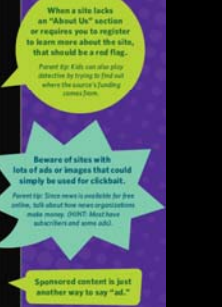
**Professional and expert quotes are used in most publications; those should lead you to question what you are reading.**

*Parent tip:* Check multiple sources to see if either or both are reporting the same thing and to get other points of view. (DONT? Investigative journalism? Blog?)

**The use of a lot of exclamation points is a sign of low quality.**

*Parent tip:* Read news won't come with exclamation points. Encourage kids to dig deeper before believing how it feels about what they are reading.





For more information about news and media literacy, go to [commonsensemedia.org/news-media-literacy](http://commonsensemedia.org/news-media-literacy).

© 2017 COMMON SENSE MEDIA. ALL RIGHTS RESERVED.

## 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.common sense.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://news lit.org/educators/checkology/>








the news literacy project

## 5W's & 1H of Fake News



the news literacy project

### how to know what to believe

**C**onfirm your information neighborhood

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

**H**ave high standards for credibility

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

**E**nsure that the information has been verified

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

**C**onsider responsible next steps

☒ Given the nature and credibility of the information, should you share it with others? Discard it? Act on it?

**K**now what you can believe by asking critical questions

☒ Does this feel fair? Is it balanced? Are sources cited? Is the subject given a chance to be heard? Are you given enough information to make up your own mind?

**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.**

Before you believe it, Create it or repeat it... **CHECK IT OUT!**


[www.thenewsliteracyproject.org](http://www.thenewsliteracyproject.org)



the news literacy project



FAKE




checkology

### 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!

START

1. Gauge your emotional reaction:  
Is it strong? Are you angry? Are you intensely hoping that the information turns out to be true? False? YES | NO ✓
2. Reflect on how you encountered this. Was it promoted on a website? Did it show up in a social media feed? Was it sent to you by someone you know?
3. Consider the headline or main message:
  - a. Does it use excessive punctuation (!!!) or ALL CAPS for emphasis? YES | NO ✓
  - b. Does it make a claim about containing a secret or telling you something that "the media" doesn't want you to know? YES | NO ✓
  - c. Don't stop at the headline! Keep exploring.
4. Is this information designed for easy sharing, like a meme? YES | NO ✓
5. Consider the source of the information:
  - a. Is it a well-known source? YES | NO ✓
  - b. Is there a byline (an author's name) attached to this piece? YES | NO ✓
  - c. Go to the website's "About" section: Does the site describe itself as a "fantasy news" or "satirical news" site? YES | NO ✓
  - d. Does the person or organization that produced the information have any editorial standards? YES | NO ✓
  - e. Does the "contact us" section include an email address that matches the domain (not a Gmail or Yahoo email address)? YES | NO ✓
  - f. Does a quick search for the name of the website raise any suspicions? YES | NO ✓
6. Does the example you're evaluating have a current date on it? YES | NO ✓
7. Does the example cite a variety of sources, including official and expert sources? Does the information this example provides appear in reports from (other) news outlets? YES | NO ✓
8. Does the example hyperlink to other quality sources? In other words, they haven't been altered or taken from another context? YES | NO ✓
9. Can you confirm, using a reverse image search, that any images in your example are authentic (in other words, sources that haven't been altered or taken from another context)? YES | NO ✓
10. If you searched for this example on a fact-checking site such as Snopes.com, FactCheck.org or PolitiFact.com, is there a fact-check that labels it as less than true? YES | NO ✓



<< CUT OUT AND TAPE NEAR YOUR COMPUTER OR TV

## 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: "abcnews.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 resurrects 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]** ONTHEMEDIA.ORG


Breaking News Consumer Handbook: Fake News Edition (WNYC/WNYC)

<http://www.wnyc.org/story/breaking-news-consumer-handbook-fake-news-edition/>

## A Finder's Guide To Facts

December 11, 2016 · 8:25 AM ET

 STEVE INSKEEP 



- Who made this?
- How was this made?
- Why was this made?
- When was this made?
- What is this missing?
- Where do I go from here?

Behind the fake news crisis lies what's perhaps a larger problem: Many Americans doubt what governments or authorities tell them, and also dismiss real news from traditional sources. But we've got tips to sharpen our skepticism.

Tumblr/Getty Images/Icon Images

<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 will 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.

<http://guides.library.stonybrook.edu/fakenews/checkyourself>



#### FIGHTING FALSITIES

### 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

<https://qz.com/957056/tips-on-fighting-fake-news-from-the-people-who-debunk-it-for-a-living/>



### Top Six RED FLAGS that a "News Story" Is:

Unreliable  
Disreputable  
Embarrassing for you to share

**It explicitly states that it is telling the truth, and/or everyone else is lying to you**

"We know the truth!"  
"What the (media/government/corporations) are hiding from you!"  
"This is definitely true!"

**It contains short, conclusory opinion statements**

"It's all hogwash."  
"The media has it all wrong."

**It is organized as a list of questions or hypotheses**

"Why wasn't this...?"  
"It doesn't add up that..."  
"It's really unlikely that X happened..."

**It puts the burden on YOU to answer the questions**

"If you can't answer these questions..."  
"Do you REALLY know what happened?"

**It asks you to prove a negative, which is often impossible**

"No one has proven that the government WASN'T involved!"  
"They SAY it was X, but how do you know it wasn't Y?"

**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**

"No one knows how deep this goes..."  
"There's no telling who's behind all of this..."

**Your B.S. detector should say:**

If they have to preface it by swearing it's true, it's probably not.

Good journalists typically don't write like this.

This is literally the opposite of news, which is answers, not questions.

WTF? I thought you were supposed to be the journalist here.

Pro tip: Don't try this argument in court.

Cool story, bro.

© Vanessa Otero 2017 @vlotero <http://www.allgeneralizationsarefalse.com/>

HOW LEARNING HAPPENS

## 5 Ways Teachers Are Fighting Fake News

February 16, 2017 - 6:00 AM ET

SOPHIA ALVAREZ BOYD

Students in Scott Bedley's fifth-grade class at Plaza Vista School in Irvine, Calif., play a version of "Simon Says."

As the national attention to fake news and the debate over what to do about it continue, one place many are looking for solutions is in the classroom.

Since a recent [Stanford study](#) showed that students at practically all grade levels can't determine fake news from the real stuff, the push to teach media literacy has gained new momentum. The study showed that while students absorb media constantly, they often lack the critical thinking skills needed to tell fake news from the real stuff.

Teachers are taking up the challenge to change that. NPR Ed put out a [social media call](#) asking how educators are teaching fake news and media literacy, and we got a lot of responses. Here's a sampling from around the country:

**Fake news "Simon Says"**

In Scott Bedley's version of Simon Says, it's not those two magic words that keep you in the game, but deciding correctly whether a news story is real or not.

To start off the game, Bedley sends his fifth-graders at Plaza Vista School in Irvine, Calif., an article to read on their laptops. He gives them about three minutes to make their decision — they have to read the story carefully, examine its source and use their judgment. Those who think the article is false, stand up. The "true" believers stay in their seats.

Bedley says he's been trying to teach his students for a while to look carefully at what they're reading and where it comes from. He's got a seven-point checklist his students can follow:


1. Do you know who the source is, or was it created by a common or well-known source? Example National Geographic, Discovery, etc.
2. How does it compare to what you already know?
3. Does the information make sense? Do you understand the information?
4. Can you verify that the information agrees with three or more other sources that are also reliable?
5. Have experts in the field been connected to it or authored the information?
6. How current is the information?
7. Does it have a copyright?

<http://www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news>





Is that CRAAP?



someecards  
user: oiaed

**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?

Oviatt Library, 2016



FOR EDUCATORS

LESSON PLANS

IN THE CLASSROOM

KQED TEACH

PBS LEARNING MEDIA RESOURCES

COMMUNITY EVENTS

MINDSHIFT

FOR YOUR STUDENTS

SUBJECT AREAS

Above The Noise

*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 our [Above the Noise classroom guide](#).

<https://www2.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?




# Media Literacy Week

4th Annual U.S. Media Literacy Week

November 5 – November 9, 2018

**NAMLE**  
NATIONAL ASSOCIATION FOR  
MEDIA LITERACY EDUCATION



---

Bobbie Eisenstock, Ph.D.

[BEisenstock@gmail.com](mailto:BEisenstock@gmail.com)

---

[BeMediaLiterate.com](http://BeMediaLiterate.com)

[BobbieEisenstock.com](http://BobbieEisenstock.com)

---

CONTACT

