



# News Literacy Toolkit

*Version 1.0*



Pacific Library Partnership

Empowering Bay Area member libraries through innovation, collaboration, and training

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## Toolkit Overview

The Pacific Library Partnership received an LSTA grant in FY 2017/18 to create this News Literacy Toolkit. The News Literacy Toolkit has been created to help librarians meet public interest in media literacy quickly and confidently. Collected inside are a variety of resources which will allow the programming librarian to hit the ground running with programming ideas, activities, infographics, presentations, and other content.

### **Content revolves around five key media literacy concepts (explained in depth in the [Toolkit Content](#) section):**

- The changing media environment
- Fact vs. opinion and “fake news”
- Evaluating information and verifying claims
- Determining bias
- The role of social media

Recognizing that every library will have differing interests and abilities in how they address media literacy, the toolkit provides resources that allow for situational versatility. Not everything in this kit needs to be deployed at the same time, nor should it be. Think of it as a menu of options that will allow libraries of all sizes and situations to draw from, use, tinker with, and adapt for their particular communities.

This project is a collaborative effort between PLP member libraries, consultants from Common Knowledge, and other organizations from around the greater Bay Area who have invested time and energy in curating content regarding news literacy.

A special thank you goes out to the patrons, community members and librarians who have helped to develop toolkit content. Thank you also to those who attended [PLP’s October 2017 News Literacy Convening](#), which helped guide this project.

This project was supported in whole or in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Institute of Museum and Library Services or the California State Library, and no official endorsement by the U.S. Institute of Museum and Library Services or the California State Library should be inferred.

### **Desired Outcomes**

- Increased patron skills and confidence to identify credible and trustworthy news sources
- Increased patron awareness of the library as a “go to” resource for news literacy
- Library staff will feel more confident in communicating with their communities about news literacy

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## Suggested Uses for News Literacy Toolkit

The News Literacy Toolkit has been designed for use throughout the library. The following suggested uses include recommendations from patrons, librarians, journalists and educators. Feel free to adapt and modify toolkit content, as needed, to meet your library's needs.

### ■ General Programming:

#### Current Events

Stories in the news can provide opportunities to engage patrons with the topic of news literacy. Passive programming can stimulate thinking or ask patrons for their opinion on an issue. Posts on social media can point patrons to helpful fact-checking websites. Connecting current events to library resources, such as databases or special collections, can also be a great way to help library users learn more.

#### Elections

The run up to an election can be a time of heightened news awareness. This presents opportunities for engagement around news literacy. Libraries throughout the state promote voter information and voting resources, such as the Easy Voter Guide. Content from the News Literacy Toolkit can be complementary to many of these resources. Suggestions include directing people to helpful news sources, hosting voter workshops and integrating civic education into existing programming. Patrons have also expressed interest in workshops that allow them to talk about the issues and to learn in a more supportive setting. Consider reaching out to organizations such as the League of Women Voters that may be able to co-host informational events.

#### Guest Speakers

Many libraries already host a diverse array of guest speakers. Authors, journalists, politicians, community leaders, community organizers and local government staff members can all help to complement news literacy efforts. Soliciting questions for a guest speaker ahead of their visit is a great passive programming opportunity.

### ■ Library Literacy and Immigrant Services:

#### One-on-One Instruction

Many elements from the toolkit can be used during literacy instruction. Infographics, handouts and tip sheets can be used as is, or adapted to meet an individual student's literacy level. The core presentation can be delivered in multiple sessions or a few slides at a time. News literacy concepts, such as being a critical consumer of news, can be integrated into one-on-one tutoring sessions. Consider working with local partners or an engaged patron to help translate materials.

#### ESL Conversation Clubs & Small-Group Practice

Conversation clubs provide excellent opportunities for English learners to engage with news literacy. Whether it is discussing a current event or generating questions that can be researched further, there are many ways to bring news literacy into group ESL settings. Provide opportunities for learners to reflect on the way they consume news in their native language and encourage students to read news

articles in pairs or small groups. Integrate a concept from IFLA’s handout into an existing lesson, helping learners become more critical consumers of news.

### **Citizenship Classes**

Materials from the toolkit can also be helpful for newcomers and patrons looking to earn their citizenship. Encourage patrons to share their experiences with news and media in their native countries and to ask questions about the media they encounter here in the United States. Point newcomers to helpful news sources and library resources, including newspapers or magazines in their native language. Provide handouts and bookmarks that encourage critical consumptions of the news.

## **| Older Adults:**

### **Senior Programming**

The changing media landscape can be challenging for older patrons. Senior programming can include opportunities for patrons to reflect on these changes, to discuss current events and to examine their own news consumption habits. Senior patrons interviewed for the News Literacy Toolkit showed a wide range of news preferences. Many read news stories on cell phones and tablets. Some said they use social media as a news source. Over the years, some patrons have also developed their own strategies for finding quality news. Encourage sharing and discussion in pairs or small groups.

## **| Digital Literacy:**

### **Computer Classes & Computer Labs**

Many patrons also come to the library for help using technology. News literacy concepts can be easily integrated into computer classes and promoted alongside library computer services. Consider providing copies of the “Anatomy of a News Website” handout for use in computer labs. Fact-checking sites and recommended news sources can also be set as links on computer homepages. Bookmarks or handouts promoting critical consumption of the news can also be taped to computer workstations.

## **| Youth Programming:**

### **After-School Programming & Summer Reading**

Adoption of the Common Core State Standards has led to an increased focus on nonfiction and informational texts. Students participating in after-school programs are a prime audience for news literacy. Engage students through games, short lessons and passive programming. If a student is done early with their work, consider sending them on a digital scavenger hunt. Help them to learn about the range of newspapers and magazines that the library has to offer. Or, provide a news story and ask a student to come up with three related questions that they could research. Provide prizes or recognition for students that complete news literacy challenges.

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## Limitations and Considerations

This toolkit has been created through a collaborative effort between PLP member libraries, those greater Bay Area organizations which have invested time and energy in curating content regarding news literacy, and the consultants Common Knowledge.

### Diversity and Media Consumption

Different demographic groups may engage with media in very different ways. A Millennial may consume media in an entirely different fashion and with a different set of assumptions than a Baby Boomer or any other generation. A recent immigrant may have a different relationship with trusting the media than someone who has grown up in the United States. Republicans may have entirely different news sources than Democrats (with both thinking the other is suspect). If English is not a person's primary language, their media landscape may be very different than someone who only speaks English.

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Librarians using this toolkit are encouraged to consider who they are attempting to reach, select the appropriate resources from within, and adjust them to best fit that demographic.

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There are many ways to look at the populations we serve; each will have unique needs when it comes to media literacy. Librarians using this toolkit are encouraged to consider who they are attempting to reach, select the appropriate resources from within, and adjust them to best fit that demographic.

The challenge of creating a toolkit like this comes from understanding we are attempting to address an extremely complex subject with a set of recommendations that are very broad. This is purposefully done. We wanted to provide tools which could be used by most anyone to get some traction on the larger concepts that affect most everyone. But we recognize the limitations this

also presents depending on the needs of your specific community.

### Literacy and Digital Literacy

Literacies play a large role in a person's ability to navigate the media landscape. With a limited ability to read either in a primary or secondary language, a person's direct connection to a wide variety of media becomes reduced. This doesn't mean that a user is uninformed, but that their method of becoming informed may be considerably different from the assumptions of news gathering made to develop this toolkit.

In the focus groups leading up to the toolkit, we spoke with patrons for who English was not a primary language to gather some insight for this issue. However, the sample size was small and not representative of the wide diversity of people who might have English language literacy issues that affect their news consumption. Before using these tools, you may want to gather information about your community's unique media consumption habits and tailor certain items to better reflect their needs.

Similarly, while newspapers, television, and radio are still active sources of news, much of the media landscape is shifting to digital dissemination. On account of this, digital literacy is a component which

may affect a patron's media literacy skills. Here again, your understanding of your community is important in how you choose and deploy the tools within.

### **Changing Landscape**

The media environment is constantly in flux. While the tools in this kit are the best that we could find or devise at this particular moment, others will show up and some may become irrelevant over time. As with any tool, please evaluate it for your own purposes, update the content if required or disregard if no longer applicable.

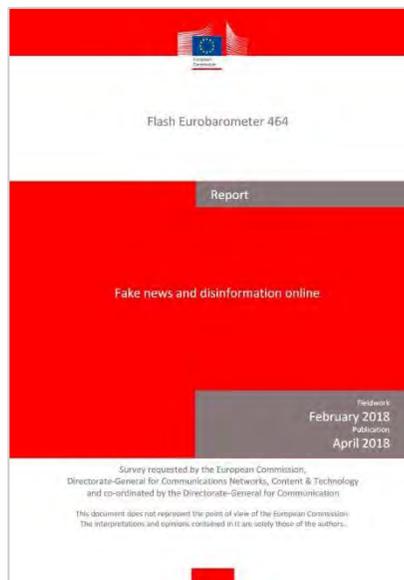
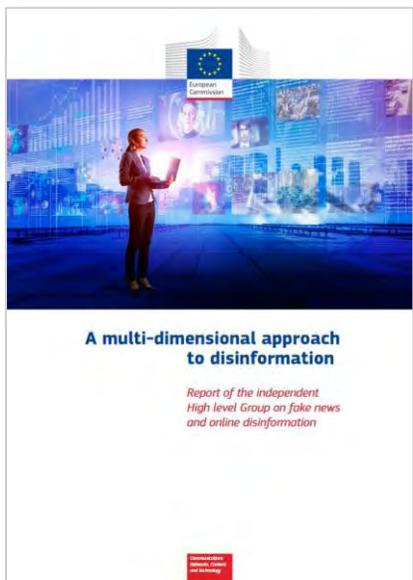
### **Non-Original Content**

Some of the resources included in the toolkit are taken from other content providers. Due to this, some links may become unavailable over time or the content may be adjusted in unforeseen ways. Where possible, we have recreated content in order to make sure it remains stable or have provided access in a way that should remain stable.

## Further Research and Readings

We all know librarians love resource lists. If you'd like to learn more about Fake News and responses around the world, here are some suggestions. Please help us keep this list topical by suggesting more great articles and websites

- [A Multi-Dimensional Approach to Disinformation](#)
- [The Eurobarometer Report on Fake News and Disinformation Online](#)
- [The Spread of True and False News Online \(MIT\)](#)
- [Pew: Distinguishing Between Factual and Opinion Statements in the News](#)



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## Toolkit Content

The News Literacy Toolkit has been created to help librarians meet public interest in media literacy quickly and confidently. Collected inside are a variety of resources which will allow the programming librarian to hit the ground running with programming ideas, activities, infographics, presentations, and other content.

### The Changing Media Environment

In the focus groups which were held to develop this toolkit, a common wish from users was to have a better understanding of how the media “works.” Why we see what we see. Where it comes from. How it is delivered. And who pays for us to see it.

There is a common perception that previous eras of media and journalism were more direct and straightforward. The idea goes that trusted news sources gathered facts through careful reporting and due diligence and delivered them through a limited number of mediums. While this is overly simplistic in it’s rosy view of the past, there is some truth there. People had fewer providers to choose from and more trust in the content those providers delivered (See [Gallup Poll: In U.S., Confidence in Newspapers Still Low but Rising](#)).

The modern media ecosystem is very different. It is multifaceted, ever present, and can be overwhelming. Helping people understand the current state of media and journalism is one of the first steps in assisting people in thinking more critically about the information they encounter.

In the toolkit, we have attempted to include resources that will clarify the types of media users will see and how they relate to the larger information ecosystem.

### Fact vs Opinion and “Fake News”

In a perfect world, news would always be grounded in fact. But with 24 hour news channels relying heavily on commentator analysis, partisan blogs displayed in newsfeeds alongside more objective journalism without distinction, and advertising money complicating everything, understanding what is fact, what is opinion, and what is fabricated can be difficult.

According to a [Pew Report survey conducted in late Fall 2016](#), 59% of those surveyed want their news to be solely factual and without interpretation or opinion. However, that’s not necessarily the news they are seeing on a regular basis depending on what their media consumption habits are. In the focus groups we held, this desire for factual information was reiterated but there was also a concern that they needed help in knowing how to sort fact from opinion when it is not obvious.

Similar to the concept of fact vs. opinion, determining what is considered “fake news” has also become a worry for many patrons. In the wake of the 2016 elections, the news was filled with stories about Macedonian “fake news factories,” profiles on fake news authors, and a general panic that everyone in our newsfeed was sharing fictional stories. Adding to the confusion, the term “fake news” is now used by politicians and pundits to attack and discredit legitimate journalism which is unfavorable to

themselves or their views. Learning how to find “quality news” was a desired skill set according to our focus groups.

## **Evaluating Information and Verifying Claims**

Evaluating information and verifying claims is a vital concept in learning how to critically engage with news sources. It also requires more effort from the user in order to be successful, but these skills are the heart of being an informed news consumer.

This section will be the most familiar to librarians as we frequently discuss these topics when helping patrons find information. It’s not just about recognizing organizations which provide quality information, but examining the content within those articles to confirm they are established facts or have corroborating information which supports their findings.

Rumors and hoaxes abound on the internet. We’ve included information on fact checking services and other tools that will help people determine if the eye catching headlines they are reading are founded in reality or alternate realities.

## **Determining Bias**

Media bias and personal bias greatly affect how we engage with informational content. Being unaware that media is biased or the ways those biases manifest could cause someone to have a particular lens or filter in how they perceive the world they live in. Similarly, believing media is biased without being able to qualify that bias (or wrongly identifying it) can lead to accidentally discounting quality information.

Personal biases are also relevant to this conversation. Two people can read the same story and come to different conclusions depending on their internal biases. We’ve included information in the toolkit to help people recognize their own biases and challenge them when engaging with news sources.

## **The Role of Social Media**

According to a Pew Report entitled [News Use Across Social Media Platforms 2017](#), two-thirds of adults get news from social media. However, unlike other news platforms or aggregators, social media newsfeeds are highly attuned to personal preferences yet are not fully controlled by the user. Due to this, there is an uncertainty about what content is showing up in a news feed and why it is appearing. Helping users understand how social media is designed to serve us a variety of content is a critical concept in encouraging more informed news consumption. Some of the resources inside will discuss filter bubbles, advertising content, the attention economy, and other such concepts to better explain how social media affects the information we see.

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## Core Presentation

The [Finding Quality News](#) PowerPoint presentation provides an overview of important news literacy concepts and gives patrons skills they can use to be thoughtful consumers of news. The presentation features the following sections and content:

### The changing media landscape

- How the shift from “traditional” media to social media has affected the news
- The filter bubble: How social media affects the content that each user sees
- Tips for bursting the filter bubble



### News and (Mis)information

- Characteristics of a news story
- Overview of content categories patrons might encounter, such as opinion, advertising and advocacy messages
- Types of fake news and misinformation

### Becoming a thoughtful consumer of news

- Tips and techniques for digging deeper into the news
- Questions to ask yourself and things to consider when reading a news story
- Online tools for fact-checking

### What the library provides

- Accessing diverse news sources using library websites
- Library databases that can be used to conduct background research
- \*Examples can be added or customized based on your library’s offerings

### Reflections and next steps

- Review of major themes and best practices
- Reflection questions that can be discussed with a partner or in small groups

### Putting the presentation in use

While care has been taken to provide helpful examples and a solid overview of introductory concepts, we encourage you to edit the presentation as you see fit. Each section can be modified based on audience needs. Feel free to add examples from current events or content that would be relevant to your audience. Add your library’s resources to section four or your own discussion questions to section five. We encourage you to include links to resources that your library offers and to promote related library programming that may be of interest to patrons. Our focus groups indicated that many patrons were not aware of library resources for free news sources and periodicals online and were very appreciative.



# Finding Quality News



How much has the way you get news changed in the past few years?

2

How easy or difficult is it for you to get news you find trustworthy?

3

## Our agenda

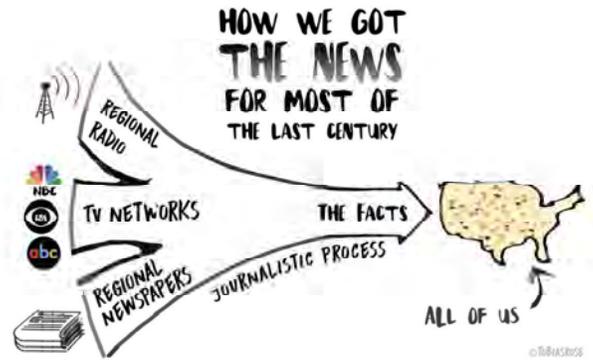
- 1 The Changing Media Landscape
- 2 News and (Mis)information
- 3 Becoming a Thoughtful Consumer of News
- 4 What the Library Provides
- 5 Reflections and Next Steps

4

1

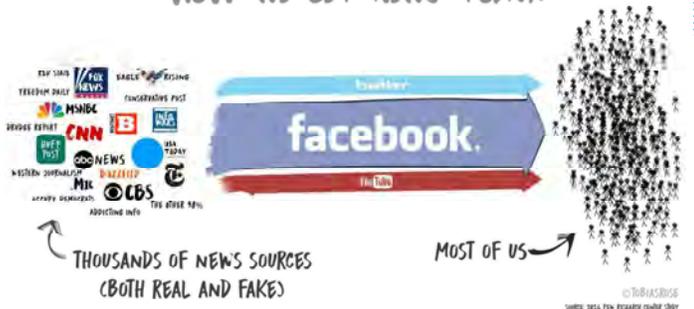
# The changing media landscape

How the shift from "traditional" media to social media has affected the news



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## HOW WE GET NEWS TODAY:



7

## A changing media landscape

- The way people get their news has changed significantly **over time**
- In the past, most people got their news from **radio, television and newspapers**
- For the most part, it was understood that these institutions could be trusted to share **factual** information



8

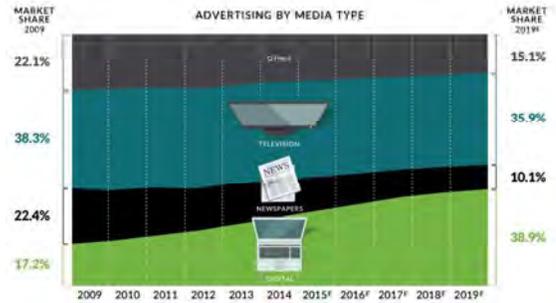
## Changes for good and bad

- Not all changes have been bad. People have more access to news content than ever before
- Having many sources of news also provides **diverse perspectives** that might not previously have been shared



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## Advertising changes *also* change journalism



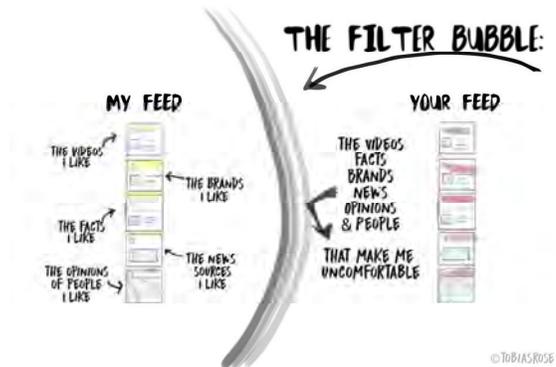
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## Social media as moderator

- With so many places to turn for information, social media plays a particularly important role:
  - Presenting you with content that you are **likely to click on**
  - Filtering out content that you **might not like**



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©TOBIASROSE

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## Social media as moderator

- Every person sees a **different feed** on social media based on their:
  - Age, race, ethnicity and location
  - What they've clicked on or "**liked**"
  - What **similar people** have looked at



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## Bursting the filter bubble

- Reflect on how your **biases** and **preferences** may affect what you see on social media
  - What type of content do you click on most?
  - How are your political views reflected in your social media feed?
- Pause to consider whether or not content is true before you like a post or decide to share it.

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# 2

## News and (mis)information

When it comes to news, it's not as simple as "real" and "fake"

“

### What is a **FACT**?

*Something that can  
be proven true*

– April Brown,  
PBS NewsHour Coordinating Producer

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## What is an **OPINION**?

*A belief, judgment, or way of thinking about something*

– Merriam Webster Dictionary Online

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## What we **expect** “news” to be

- Fact-based
- Trained reporters
- Quality research
- Fair, balanced
- Created to inform or educate



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## What you **might** encounter

### News

Information about current events or topics of interest.

### Advertising

Content that promotes a product or service

### Entertainment

Programs that increasingly mix news and humor

### Opinion & Analysis

Personal point of view provided by an expert or qualified analyst.

### Advocacy

Content that argues in favor of a cause or policy

### Social Media

A mix of content shared by friends, family and those “you follow”

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## Types of “fake news”



### Partial or Poor Quality News

Not entirely inaccurate, but misleading, deceptive, or out of context

### Biased News

Based in truth, but interpreted in a highly partisan manner

### Satire

Using irony, exaggeration, or humor to ridicule or criticize

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## Types of misinformation



### Clickbait

Inflammatory headlines and images, often used to generate web traffic or make money

### Propaganda

Information used to influence opinion or promote a political belief

### Hoaxes

Fully fabricated content but meant to be believed.

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# 3

## Becoming a thoughtful consumer of news

How you can dig deeper into the news

## Getting started

- What kind of content is it? (*News, Opinion, Satire, Advertising or Advocacy*)
- If it appears to be news...
  - What is the source? Where is it coming from?
  - What date was it posted?
- How does it make you feel?
  - **Is it informing you or making you react?**

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### CONSIDER THE SOURCE

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



#### THINGS TO CONSIDER

- What kind of website is it?
- Is this a news, opinion, advocacy, or commerce site?
- Check the "About Us" page.
  - How does the site represent itself?
  - Do they provide information about their mission and methods?

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 **CONSIDER THE SOURCE**

[martinlutherking.org](http://martinlutherking.org)

VS

[thekingcenter.org](http://thekingcenter.org)



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



**CHECK THE DATE**  
Reposting old news stories doesn't mean they're relevant to current events.

**THINGS TO CONSIDER**

- Does the article include a way to contact the author?
- What other articles have they written? Use Google or LinkedIn to see other organizations they have worked for.
- When was the story published? Is it current or a repost of an old story?

**THINGS TO CONSIDER**

- Reflect on how your biases and preferences may affect how you read the material.
- Consider that there are usually many different sides to a story.
- Use multiple sources, including those you don't normally read or agree with.



**CHECK YOUR BIASES**  
Consider if your own beliefs could affect your judgement.



**CHECK YOUR BIASES**





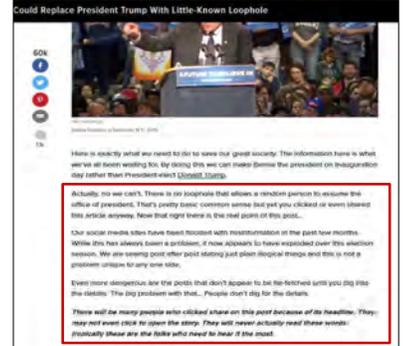
### READ BEYOND

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



### READ BEYOND

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



### SUPPORTING SOURCES?

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



### IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.

#### THINGS TO CONSIDER

- Satire can be difficult to detect.
- Does the content seem too outrageous to be real?
- Do images that go along with the story seem funny or poorly edited?
- Look at other articles from the same source. If the site has lots of funny or outrageous headlines, it might be satire.



## Setting up your own news feed

- Many libraries offer access to **PressReader**, a collection of 4000 newspapers from 100 countries in 60 language



## Researching news stories

- Most libraries offer a wide range of **databases** that you can use to read further or conduct your own **background research**



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## Free subscription access

- In addition to **books**, **magazines**, and **research databases**, Oakland Public Library and San Francisco Public Library also offer full digital access to the New York Times



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# 5

## Reflections and next steps

Putting everything together and reflecting on your own news choices.

## Putting it all together

- Read beyond the headlines
- Find out more about the source and author
- Use known and accepted sources for fact-checking
- Be a little skeptical
- Look at more than one source
- Check your own bias and read outside your filter bubble



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*“The Internet gives the public a wide range of information sources, and people have an alarming tendency to gravitate to the ones that reinforce their views.”*

– Los Angeles Times  
Editorial Board

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Where can you encounter views that are different than your own?

*Other than at the Thanksgiving dinner table*

43

If you read something that you aren't sure about, who else can you talk to?

44



What do you plan to do next time you see a news story you aren't sure about?

45



How can you help someone you know when they share or promote poor quality “news”?

46



**Thank you** for caring about quality information. We do too!

*(insert host library url & announcements about any other resources/programming you want to promote).*

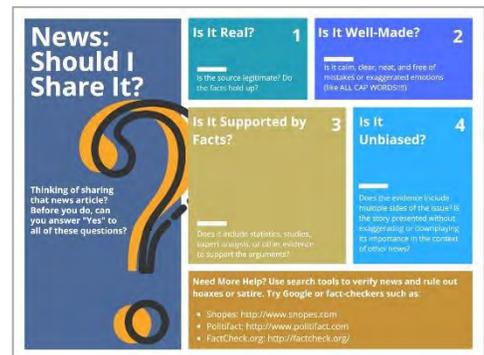
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## Infographics and Posters

We have included a number of infographics and posters ideal for presentations and/or standalone handouts, posters, and social media posts. These were culled from a wide range of offerings, many of which provide the same information, and aim to offer context for the changing media landscape and how one can critically assess their media.

The IFLA graphic, in particular, has proved popular and useful for patrons in our tests – informative and clear-cut. Meanwhile some are used in the presentation slide deck with important context notes, for example the graphic “How We Got the News for Most of the Last Century,” which we caution about taking at face value due to the representation of “the facts” as unquestionable.

Some graphics we have also adapted for further use, such as “How to Fact Check Like a Pro,” which we intended as coasters in the “Daily Demitasse” and “Newsing and Boozing” formats to be used for outreach to local coffee shops or bars, but could be modified if a poster is preferred. Much of this content can be shared via Canva by [contacting PLP](#).



### Infographics and Posters:

- [Anatomy of a News Website](#)
- [News – Should I Share It](#)
- [Newsing and Boozing – Check Credentials](#)
- [Newsing and Boozing – Look For Bias](#)
- [Newsing and Boozing – Check The Sources](#)
- [The Daily Demitasse – Check Credentials](#)
- [The Daily Demitasse – Look for Bias](#)
- [The Daily Demitasse – Check the Source](#)
- [IFLA How To Spot Fake News](#)

# Anatomy of a News Website

## Headline

Read beyond the headline. Does the article support the title? Is the headline informative or inflammatory?

## Author/Publication Info

Who wrote the article? When was it published?

## Banner Advertisement

Some are obviously ads, or marked as ads. Others are designed to look like news content.

## Top Stories

Not related to the story you are reading, but popular posts from the site you are on. Not always native content.

## Related Posts

Other articles from the site you are on that have similar content, subjects, or "tags". Not necessarily current news. Look for publication dates.

## Clickbait Ads

Advertisements meant to look like news stories from the site you are on. Clicking will take you to a different website. Usually have sensational titles, vague or misleading images. Should not be considered a news source.

## San Francisco celebrates Year of the Dog with annual Chinese New Year Parade

By Ella Sogomonian

Published: February 24, 2018, 9:09 pm | Updated: February 24, 2018, 9:39 pm



### Related Coverage

SAN FRANCISCO (KRON)—It's the Year of the Dog and revelers took to the streets of San Francisco to celebrate Saturday.

VIDEO: San Francisco's Chinatown prepares for Chinese New Year

Chinese New Year Parade 2017

ADVERTISEMENT

"I obtained a  
**\$1,000,000 POLICY**  
for  
**HALF OF THE PRICE**"

Eric S.  
Health IQ Client

Health IQ

Share this:



### Related Posts

VIDEOS: Revelers around the world ring in 2018, say bye to the old



VIDEO: Philadelphians take to the streets to celebrate Super Bowl



VIDEO: Man breaks into car, throws dog to its death in San Francisco



1 month after pot legalization, dispensaries running low



- Oakland Mayor Mayor Libby Schaaf warns residents of possible ICE raids
- Students claim square root symbol looks like gun, sparks police investigation
- Dad worried about gun posts turns son's phone in, cops find child porn
- Angry mob beats rape, murder suspects to death
- Girl wakes up paralyzed after potentially deadly tick bite, doctors say

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- Oakland Mayor Mayor Libby Schaaf warns residents of possible ICE raids
- Students claim square root symbol looks like gun, sparks police investigation
- In-depth: Richmond's Hilltop Mall reinventing itself for 21st century
- Angry mob beats rape, murder suspects to death
- Police searching for 'armed & dangerous' suspect in Menlo Park
- Dad worried about gun posts turns son's phone in, cops find child porn
- Watch KRON 4 newscasts on live streams
- Fremont police find missing 12-year-old boy
- ONLY ON KRON4: Homeowner detains man caught in the act of El Cerrito home burglary
- In Studio: Health expert explains which fiber, and how much, is right for your body

# News: Should I Share It?

Thinking of sharing  
that news article?  
Before you do, can  
you answer "Yes" to  
all of these questions?

## Is It Real? 1

Is the source legitimate? Do the facts hold up?

## Is It Well-Made? 2

Is it calm, clear, neat, and free of mistakes or exaggerated emotions (like ALL CAP WORDS!!!!)

## Is It Supported by Facts? 3

Does it include statistics, studies, expert analysis, or other evidence to support the arguments?

## Is It Unbiased? 4

Does the evidence include multiple sides of the issue? Is the story presented without exaggerating or downplaying its importance in the context of other news?

**Need More Help? Use search tools to verify news and rule out hoaxes or satire. Try Google or fact-checkers such as:**

- Snopes: <http://www.snopes.com>
- Politifact: <http://www.politifact.com>
- FactCheck.org: <http://factcheck.org/>

A glass of beer is being poured from a bottle, creating a thick head of foam. The beer is golden and bubbly, and the glass is set on a wooden surface. The background is dark, making the beer stand out.

# FACT-CHECKING TIP #1 CHECK CREDENTIALS

Is the author a current specialist in the field the article deals with? Check LinkedIn or do a quick Google search to see if the author can speak about the subject with authority and accuracy.

BECAUSE FACTS MATTER...AND YOU CAN HANDLE THE TRUTH

*Newsing and Boozing*

A tall, clear glass filled with golden beer, topped with a thick, white head of foam. A stream of beer is being poured from above into the glass, creating a dynamic splash and bubbles. The background is dark, making the beer stand out.

## FACT-CHECKING TIP #2 LOOK FOR BIAS

Does the article seem to lean toward a particular point of view? Does it link to sites, files or images that skew left or right? You're probably not getting the whole story. Half the story is like half a beer. Get the whole beer.

BECAUSE FACTS MATTER...AND YOU CAN HANDLE THE TRUTH

*Newsing and Boozing*



FACT-CHECKING TIP #3  
CHECK THE SOURCES

Does the article cite sources?  
Legit, unbiased sources? If not and  
what you're reading seems too good  
to be true, too weird, or too  
reactionary, it probably is.  
Don't get Bamboozled.  
Just get Boozed.

BECAUSE FACTS MATTER...AND YOU CAN HANDLE THE TRUTH

*Newsing and Boozing*



FACT-CHECKING TIP #1

# CHECK CREDENTIALS

Is the author a current specialist in the field the article deals with? Check LinkedIn or do a quick Google search to see if the author can speak about the subject with authority and accuracy.

*The Daily Demitasse*  
WHAT'S BREWING IN YOUR NEWS?

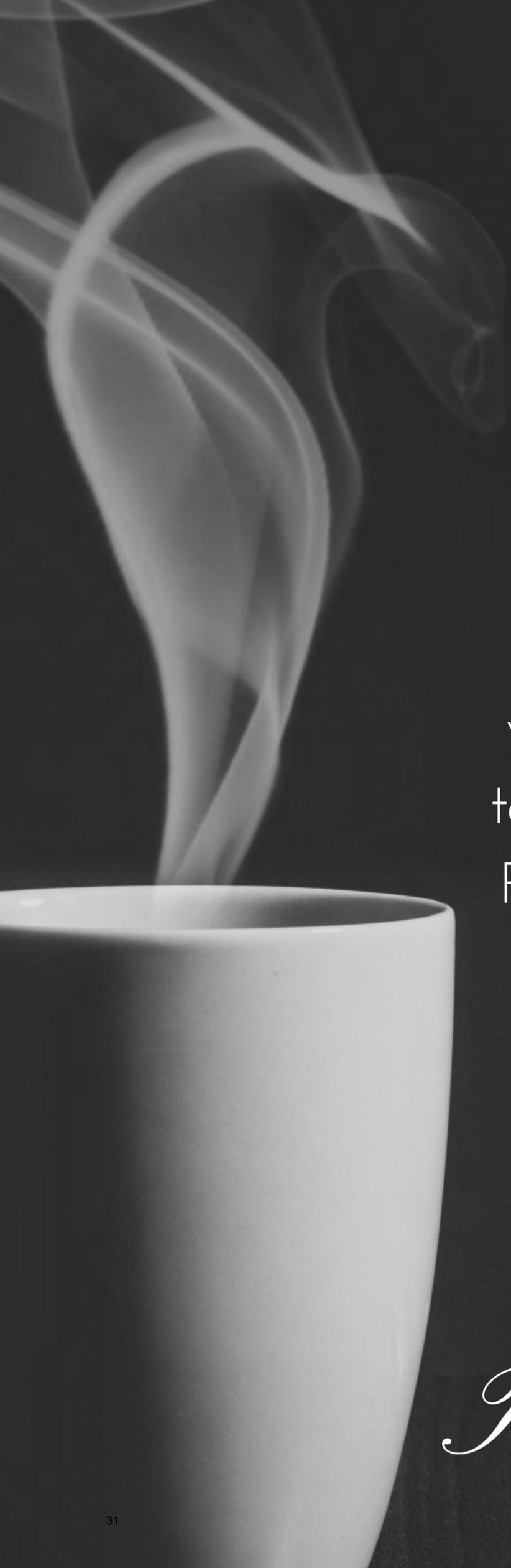


FACT-CHECKING TIP #2

# LOOK FOR BIAS

Does the article seem to lean toward a particular point of view? Does it link to sites, files or images that skew left or right? You're probably not getting the whole story. Half the story is like half the caffeine. News shouldn't come in decaf.

*The Daily Demitasse*  
WHAT'S BREWING IN YOUR NEWS?



FACT-CHECKING TIP #2

# CHECK THE SOURCES

Does the article cite sources?

Legit, unbiased sources? If not and what you're reading seems too good to be true, too weird, or too reactionary, it probably is. Remember, single-origin is good for coffee, but bad for news.

*The Daily Demitasse*

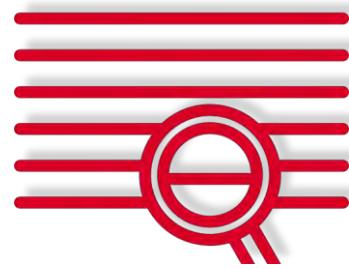
WHAT'S BREWING IN YOUR NEWS?

# HOW TO SPOT FAKE NEWS



## CONSIDER THE SOURCE

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



## READ BEYOND

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



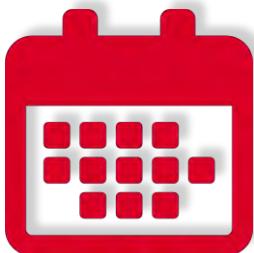
## CHECK THE AUTHOR

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



## SUPPORTING SOURCES?

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



## CHECK THE DATE

Reposting old news stories doesn't mean they're relevant to current events.



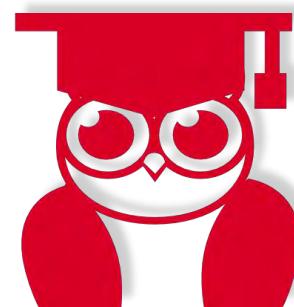
## IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.



## CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.



## ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site.

## Facilitated Program Ideas

Facilitated program ideas are modular. In other words, rather than being complete library programs in and of themselves, they are shorter activities that can be incorporated into the Finding Quality News PowerPoint presentation, or any other library program that needs a bit more hands-on content. They are targeted to adults but may be of interest to teens and older children as well. Each idea includes an estimate for timing, stated objective, materials list, and instructions. Materials are all things that libraries should have on-hand or find easily obtainable. The total cost for each activity should be free or marginal.



### Facilitated Programs:

- [News Source Discussion](#)
- [Editor's Desk Activity](#)
- [Social Media Fact Check](#)
- [Evaluating News Good Bad or Totally Fake](#)

## **Facilitated Activity: News Source Discussion (10-15 minutes)**

### **Objective:**

This exercise allows participants to have an open discussion around news sources they do and do not consume. This helps provide an idea of concerns they might have or how they might approach news.

### **Optional Materials:**

- Poster paper/post-it wall pad and markers  
OR
- Pen and Paper

### **Exercise:**

1. Divide participants into pairs or groups
2. Participants should ask each other about their news source consumption for 5 minutes, utilizing the following questions.

Optional: Provide pen and paper for participants to record their answers.

- a. What news sources do you consume? (e.g. my aunt's facebook, friends by word of mouth, The New York Times, my local news station, etc.)
  - b. How do you consume them? (e.g. Print? Web? Mobile?)
  - c. Are there certain sections you're looking at?
  - d. How often do you use this news source?
  - e. Why is this source important to you?
  - f. Is there anything about this source you'd like to change?
3. Come back together and have the individuals share some answers with the room, and their takeaways.
  4. Optional: Record answers on posters and leave up throughout program. Posters could later be utilized or shared as passive programming as well.

Example Poster:

① Go to News Source(s)

PBS Daily Journal \*Flipboard  
CNN SF Chronicle CBN  
NYT Huff Post Politico  
WSJ MSN NPR  
Alter net  
Common Dreams

---

What device

Mobile

TV major  
tablet  
1

Radio  
major  
laptop  
8

print  
majority

# Editor's Desk Activity

## Summary

In the Editor's Desk Activity (adapted from [KQED Teach](#)'s Identifying Media Bias exercise), small groups of patrons are given three news articles from different organizations relating to the same subject or event and evaluate each for bias. The goal is for patrons to recognize biased language and story-framing and how it shapes their understanding of the context of the article.

## Materials

You will need three articles on the same event or subject. One article should be left leaning, one right, and one more towards the center.

A good resource to locate articles is AllSides (<https://www.allsides.com/>). It batches together three articles (left, right, and center) on a variety of current news stories. If you'd like to determine the possible bias of a specific news source, Media Bias/Fact Check (<https://mediabiasfactcheck.com/>) is a good place to see how an organization fits on a spectrum of bias.

## Activity

Have patrons read through the three articles. These headlines and articles are about the same event. How are they different? What words or phrases show the writer's bias? Is there a way that the story is framed which leads to a particular conclusion? If you only read one, would you have a different understanding of the event than if you read all three?

## Discussion

Discuss responses to the headlines and articles. Participants will likely identify words or phrases that have a positive or negative connotation. If applicable, contrast the right-leaning and left-leaning headline with the center headline. This headline may be more neutral than the other two or it may include elements of bias from both sides.

## **Facilitated Activity: Social Media Fact Check (15-20 minutes)**

Adapted from this exercise: <http://mediashift.org/2015/06/remix-teaching-students-to-verify-social-media-content/>

### **Objective:**

This exercise allows participants to critically consider social media posts and get hands-on experience verifying photos.

### **Materials:**

1. If possible: Laptops or tablets, at least one for each group
2. Images printed as handouts, or on laptops/tablets

### **Exercise:**

1. Divide participants into groups and give an example scenario that includes an image in its posted context.
2. Group members discuss how they would verify the information included in the scenario, then use computers, tablets, or their phones to actually fact-check the scenario. Most stories can be checked by Google searches and/or Reverse Google Image searches. (5-10 minutes)
3. Come back together and have each group share their findings, and what tactics they used to find the story. (10 minutes)

Note: If people have seen the images before, ask them not to spoil it for others! People should still be encouraged to carry out the exercise.

Sample Images:

debbyryan Retweeted



**richest couple alive** @merrymeiqi · Apr 27

[BREAKING] Lesbian Chinese Billionaires, Meng Mei Qi and Wu Xuan Yi, marry. Making them the richest couple alive.



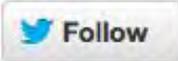
176 12K 20K

Story: [https://www.buzzfeed.com/kassycho/make-them-billionaires-buy-their-album?utm\\_term=.vuvXJmgXZN#.cmv4kMP4qe](https://www.buzzfeed.com/kassycho/make-them-billionaires-buy-their-album?utm_term=.vuvXJmgXZN#.cmv4kMP4qe)



**Salma Khan**

@salma\_khan



"A shark swimming in the street in Puerto Rico after #HurricaneIrene hit."  
[pic.twitter.com/J7yDR4f](https://pic.twitter.com/J7yDR4f)

← Reply   ↻ Retweet   ★ Favorite



16,589  
RETWEETS

1,673  
FAVORITES



Story:

<https://mashable.com/2017/09/12/hurricane-shark-fake/#4h7jvAlwbOqG>

## PAUL MCCARTNEY HANGS OUT AT LOCAL TRUCKING COMPANY

Mike Sims posted this photo on the Facebook page of CNY Central (Syracuse). Sims claimed Paul McCartney (yes, Sir McCartney, of Beatles fame!) stopped by NEMF Trucking in East Syracuse.



Story: [http://gothamist.com/2012/09/07/paul\\_mccartney\\_visits\\_upstate\\_truck.php](http://gothamist.com/2012/09/07/paul_mccartney_visits_upstate_truck.php)

## Giant Sinkhole!



Story:

<https://news.nationalgeographic.com/news/2010/06/100603-science-guatemala-sinkhole-2010-humans-caused/>

<https://www.atlasobscura.com/places/the-great-guatemalan-sinkhole>



**Dana Schwartz**   
@DanaSchwartzzz

Follow

Trump 100% photoshopped his hand bigger for this picture hanging in the white house, which is the most embarrassing thing I've ever seen



RETWEETS 11,233  
LIKES 14,615



10:19 AM - 27 Jan 2017

693 11K 15K

Story: <https://www.snopes.com/trump-photoshopped-hands/>

Lmaooo the baby came out holding the damn birth control!



Story: <https://www.snopes.com/baby-born-holding-iud/>

## Evaluating News: Good, Bad, Totally Fake?

### Get Started:

- Who is the author, producer or publisher? What kind of website is it? *Look at the URL for clues.*
- What kind of content is it? (News, Opinion, Satire, Advertising, Advocacy for a cause)
- What is the date?

Your Notes Here:

### Is it Fake? Ask:

- Does the content match the headline?
- Does it seem too good or too outrageous to be true?
- Do the images seem altered or mismatched with the content?
- Does the story include facts or other evidence?
- Does the story name sources for the facts? If so, who are they and why should you believe them?
- Does the article/story seem to be selling something?

Your Notes Here:

### Is it Biased? Ask all of the above questions, plus:

- Are there stereotypes?
- Is there a lack of context? (For instance, naming a problem without exploring its causes)
- Is there unfair blame placed on one person, group or cause?
- Is the language or imagery loaded or sensational?
- Does the article include diverse experts or sources (for example, both those who study/work on an issue and those who are impacted by the issue)?
- Does it uphold journalism standards and ethics? (See: [www.spj.org/ethicscode.asp](http://www.spj.org/ethicscode.asp))

Your Notes Here:

## Evaluating News: Resources

### Tools

- **AllSides**- See news from multiple perspectives, left, center and right [www.allsides.com](http://www.allsides.com)
- **FactCheck.org** - Factual accuracy of what is said by major U.S. politicians [www.factcheck.org](http://www.factcheck.org)
- **Media Bias / Fact Check** - Bias in news articles/sources [mediabiasfactcheck.com](http://mediabiasfactcheck.com)
- **Snopes** - Fact checking rumors, news and political campaigns [www.snopes.com](http://www.snopes.com)
- **Washington Post Fact Checker** - Analysis of current news [www.washingtonpost.com/news/fact-checker](http://www.washingtonpost.com/news/fact-checker)

### Articles and Video

- **How to Choose News** (video) from TedEd [ed.ted.com/lessons/how-to-choose-your-news-damon-brown](http://ed.ted.com/lessons/how-to-choose-your-news-damon-brown)
- **False, Misleading, Clickbait-y, and/or Satirical “News” Sources** by Prof. Melissa Zimdar, Merrimack College [tinyurl.com/zimdarsnews](http://tinyurl.com/zimdarsnews)
- **How Data and Information Literacy Could End Fake News** by KaleveLeetaru for Forbes [www.forbes.com/sites/kaleveleetaru/2016/12/11/how-data-and-information-literacy-could-end-fake-news](http://www.forbes.com/sites/kaleveleetaru/2016/12/11/how-data-and-information-literacy-could-end-fake-news)
- **How to Identify Fake News** from Indiana University <http://iue.libguides.com/c.php?g=595482&p=4119773>
- **How to Detect Bias in News Media** by Fairness and Accuracy in Reporting (FAIR) [fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media](http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media)
- **Six Questions That Will Tell You What Media to Trust** by Tom Rosensteil for the American Press Institute [www.americanpressinstitute.org/publications/six-critical-questions-can-use-evaluate-media-content](http://www.americanpressinstitute.org/publications/six-critical-questions-can-use-evaluate-media-content)
- **Truth, Truthiness, Triangulation** by Joyce Valenza for *School Library Journal* <http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/>

### Definitions

**Fake News** | Completely fabricated information; old news repackaged to look new; images altered to misrepresent reality; or stories that spin bits of real news into distorted or shocking claims. Fake news is intentionally deceitful, often in order to lure traffic, make quick money for the publisher, trick readers/viewers (a hoax), or deceive people for political agenda. Satire may be fake, but it’s not as mean.

**Media Bias** | Information that is unfair, unbalanced or incomplete in its discussion of an issue. Biased media often lacks context and diversity, and relies on stereotypes, loaded imagery, easy explanations or highly partisan influence. Bias can occur on purpose or because the creator simply didn’t seek out balanced sources, ask deep questions, do good research or provide enough context.

**Editorial Perspective** | Every reporter, editor or publisher has a point of view. When the point of view is transparent to the reader/viewer, it can help us understand where the creator is coming from, and to evaluate (on our own) whether we agree and what perspectives might be missing. When the perspective is hidden or the reporter denies their bias, then news quality suffers. This is why it’s important to think critically about everything we read, watch and listen to.

[Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). Curriculum and handouts created by Amy Sonnie, Emily Weak, and Christine Ianieri, Oakland Public Library.

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## Passive Program Ideas

The passive program examples included in this toolkit are for libraries to use either as-is, or to update for relevancy with current events, to fit with the look and feel of other library branding, etc. These passive programs are designed for patrons to participate in without any additional instruction or direction from library staff. These programs encourage patrons to think about how they interact with the news, to think critically about their news sources and to consider validity of the content in their news. These passive programs can also be delivered as part of a facilitated library program, depending on the library audience. Libraries are encouraged to be creative with the use of these passive programs.

### Passive Program Ideas:

- News Sort – [Instructions](#), [Activity Grid](#), and [Handout](#)
- News Source Review – [Instructions](#) and [Review Grid](#)
- Weekly question about the news – [Instructions](#) and [Sample Poster](#)
- Write your own news article – [Instructions](#), [Handout](#), and [Slips](#)
- Photoshop or Not? – [Sample Poster](#)
- Word search, crossword, and/or adult coloring page – [Sample Crossword](#)

**Passive Activity:**  
**News sort**

**Objective:**

This exercise allows participants to critically evaluate news articles and determine whether they are advertisement, clickbait, fake news, high-quality news, opinion, or satire

**Materials:**

1. At least one sample story to demonstrate each of the article types: advertisement, clickbait, fake news, high-quality news, opinion, or satire. Examples should be short and the reading-level should be accessible for your audience.
2. News Sort Grid document (or make your own from the Core Presentation - Use the 4 slides entitled “What We Expect News to Be”; “What We Might Encounter” “Types of Fake News” and Types of Misinformation”)
3. Large Laminated Posterboard (to print News Source Grid On)
4. News Sort Handout document
5. Golf Pencils
6. Reusable double-sided tape
7. Laminator (optional)

**Exercise:**

1. Print the [News Sort Grid](#) defining the various types of news, fake news, and misinformation, on posterboard and post in a prominent location
2. Place a stack of the [News Sort Handout](#) and golf pencils near your display for patrons to take and participate in the activity
3. Print multiple articles, number them, and post them next to the news source grid (we recommend at least 6, and preferably one for each category). You can post all at once, or post them at different time intervals depending on how you want to structure your program (i.e. one a week/two a week/one a month, etc.) If the articles will be up longer than a week, we recommend laminating them.
4. Each week (or at your designated time interval) add the corresponding category letter to the top of the printed article as your “reveal”. Underline key phrases that give clues about what type of article it is.

**Sample Articles:**

- **Advertisement:**
  - *How to be proactive about preparing for natural disasters*  
[http://www.politifact.com/sponsored/?prx\\_t=w2kDAVPlaALwkQA](http://www.politifact.com/sponsored/?prx_t=w2kDAVPlaALwkQA)
- **Opinion:**
  - *Missing: Criminal Justice Data*

<https://www.nytimes.com/2018/03/21/opinion/missing-criminal-justice-data.html?action=click&module=Opinion&pgtype=Homepage>

- **Satire:**

- *God Particle found in New Jersey*

<http://weeklyworldnews.com/headlines/41410/god-particle-found-in-new-jersey/>

# News Sort Activity Grid

## INSTRUCTIONS

Step 1: Read the definitions for each category (A-F) listing the types of articles you might encounter.

Step 2: Read through the articles (1-6) and determine which category (A-F) it belongs in.

Step 3: Match the numbers on the articles (1-6) to one or more of the letters on the grid (A-F).

Use the handout to track your answers.

Step 4: Come back next week and check your answers!

## A

### ADVERTISING

content that promotes a product or service

## B

### CLICKBAIT

Inflammatory headlines and images, often used to generate web traffic or make money

## C

### FAKE NEWS

Hoaxes - Fully fabricated but meant to be believed

Partial/Poor Quality News - inaccurate, misleading, deceptive, or out of context

Biased News - Based in truth, but interpreted in a highly partisan manner

## D

### HIGH-QUALITY NEWS

Fact-based, noteworthy information about current events that uses quality research to inform or educate. Usually written by trained reporters taking a fair and balanced approach

## E

### PROFESSIONAL OPINION

Personal point of view provided by an expert or qualified analyst

## F

### SATIRE

uses irony, exaggeration or humor to ridicule or criticize

# News Sort Handout

## INSTRUCTIONS

Step 1: Read the definitions for each category (A-F) listing the types of articles you might encounter.

Step 2: Read through the articles (1-6) and determine which category (A-F) it belongs in.

Step 3: Match the numbers on the articles (1-6) to one or more of the letters on the grid (A-F).

Use the handout to track your answers by writing the corresponding letter or letters on the line.

Step 4: Come back next week and check your answers!

**A** ADVERTISING

**B** CLICKBAIT

**C** FAKE NEWS

**D** HIGH-QUALITY NEWS

**E** PROFESSIONAL OPINION

**F** SATIRE

## Articles

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# *Where do you get your news?*

Write the name of a news source on a Post-it. It could be a specific source, such as *The New York Times*, or a more general source, like Facebook.

Place it on the grid. If it's more complex or analytical, place it toward the top, if it's simpler or more sensational, place it toward the bottom. Place it toward the left if it's left-leaning, and toward the right if it's right-leaning.

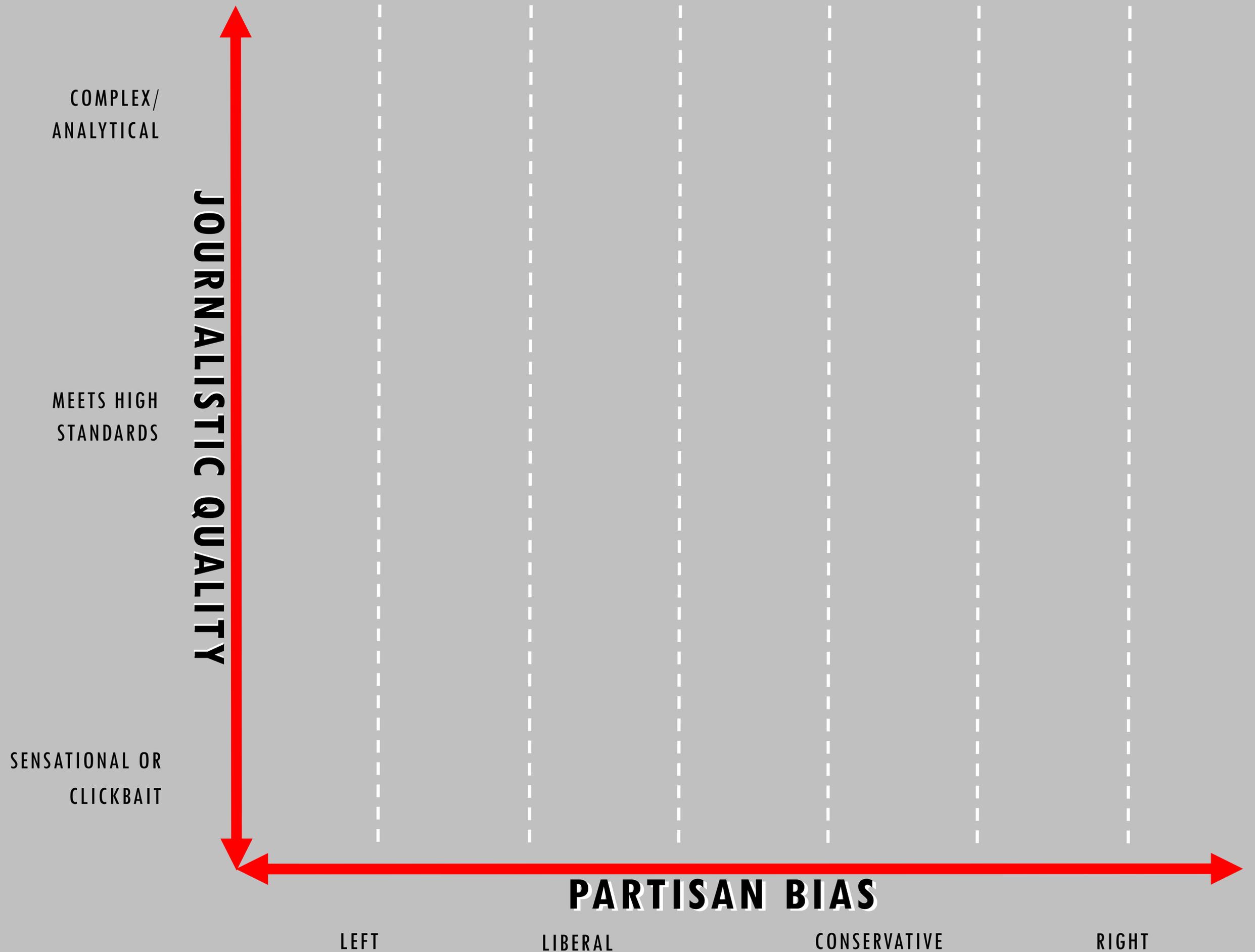
What do you think about the placements of other sources? It's ok to move them around if you disagree.

Check back and see how the grid changes!

Thoughts or comments? Write them in the book.

Thanks for contributing to better understanding of our information landscape.

# News Quality Grid



**Passive Activity:**  
***Weekly Question About The News***

**Objective:**

This exercise allows participants to critically evaluate news articles and their significance as well as increase their awareness of their own beliefs and biases

**Materials:**

1. At least one sample story to ask a question about
2. A question prompt
3. Materials for patrons to respond (golf pencils/markers/notepads/post-its, etc.)

**Exercise:**

1. Post an article for patrons to review
2. Write a question prompt related to the article that allows patrons to assess some aspect of the article or of their own responses
3. Place a stack of the writing utensils and paper near your display for patrons to take and participate in the activity

**Sample Articles:**

[Pope Francis released a message](#) condemning "fake news," saying that it's a "sign of intolerant and hypersensitive attitudes, and leads only to the spread of arrogance and hatred."

- Post the question: Why do you think Fake News is such a problem today?

# NEWS QUESTION OF THE WEEK



How do the claims in this article from BBC News support the argument that Fake News has the capability of impacting election results?



## Italy's vote: Fake claims attempt to influence election

www.bbc.com/news/world-europe-43214136

By Paul Harrison BBC UGC and Social News



Image copyright EPA

Image caption Two former prime ministers are back in the frame: Mr Renzi (in background) and Mr Berlusconi

Italians go to the polls on Sunday to elect a new parliament.

It is an election in which the former Prime Minister, Silvio Berlusconi, could again play a key role.

His centre-right coalition seems likely to emerge as the largest bloc, opinion polls suggest, while the Five Star Movement is expected to become the biggest single party.

Immigration and populism have dominated the debate, especially on social media, while experts say the outcome could have an impact on the economy.

Politicians and campaigners have been using social media to communicate with voters.

But many of them are worried about disinformation campaigns, like those evident in recent elections in Europe and the US.

In the run-up to the election, some fake stories - widely shared in the press and on social media - caused a furore among Italians.

1/3

"This goes too far. They even use the head of the Mafia against us. It's time to say enough, enough, enough."

There is no evidence to suggest that the account that originally posted the doctored image was indeed linked with Five Star.

After being targeted by bogus stories, Laura Boldrini attempts to curb fake news

Since her election as president of Italy's lower house of parliament, Laura Boldrini has become a target of misogynistic insults and bogus news stories.

Fictitious scandals involving her relatives have also been shared on social media.

In July 2016, a fake news outlet claimed on Facebook that her sister managed 340 apartments for migrants.

However, many people pointed out that the woman featured in the post was TV actress Krysten Ritter and not Ms Boldrini's sister.

### Fighting back

Many politicians and officials are worried that fake news could cause further damage in a tense political climate.

The former Prime Minister, Matteo Renzi, said the future of Italian democracy depended on the help of social media sites, in an interview to the New York Times.

Other politicians have not been content to wait for social network sites to sort out the problem.

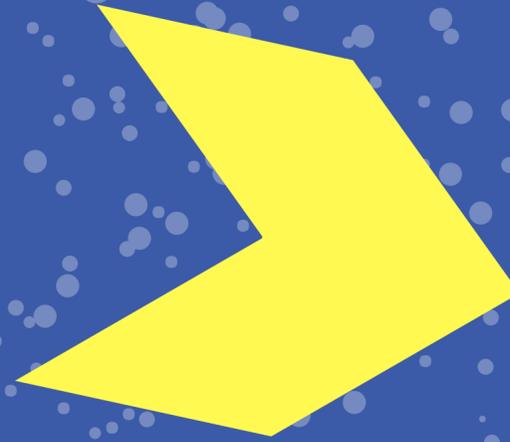
In October 2017 Ms Boldrini, along with a group of politicians, set up a project to teach school students how to spot bogus stories online.

In January this year the Italian government launched an online portal where citizens could report fake content, causing outrage among journalists and fact-checkers.

And before the election, Facebook launched a partnership with Pagella Politica, an independent fact-checking organisation, to track fake stories and images.

It remains to be seen, however, if these attempts will work - and what impact, if any, fake news will have on voters.

3/3



In November 2017, several news organisations reported that a nine-year-old Muslim girl was hospitalised after being assaulted by her 35-year-old "husband" in the north-eastern city of Padua.

The story was shared on social media by Matteo Salvini, the leader of the anti-immigration party Lega and his members.

Many were outraged that this could happen in modern Italy.

The Carabinieri, the national gendarmerie, denied the incident happened, and news organisations removed the story and apologised for their mistake.

Mr Salvini also removed the story from his social media accounts.

### Fake polls

In February 2018 a number of Five Star Movement supporters shared a fabricated poll stating that their party was on track to receive over 48% of votes.

The poll, which was wrongly attributed to the BBC, Der Spiegel and Daily Star Lebanon, was first shared in March 2017 by activist accounts claiming to be linked to the party.

The results of the poll are at odds with most reliable opinion polls, which suggest the party is likely to receive closer to 28% of votes.

High-profile journalist Enrico Mentana took to Facebook to denounce the false poll, which he called "annoying and counterproductive".

A number of Italian news outlets have also pointed out that the poll includes the incorrect names for some parties and is littered with grammatical mistakes.

A government minister, Maria Elena Boschi, and her colleagues attended a funeral of a Nigerian immigrant who was killed in a racist attack in July 2016.

Later, in November 2017, a photograph of Ms Boschi at the funeral resurfaced on social media, alongside the claim that she and her colleagues were at the funeral of Toto Riina, the notorious "boss of all bosses" of the Sicilian Mafia.

The manipulated picture included a caption: "Look who was there to say one last goodbye to Toto Riina?"

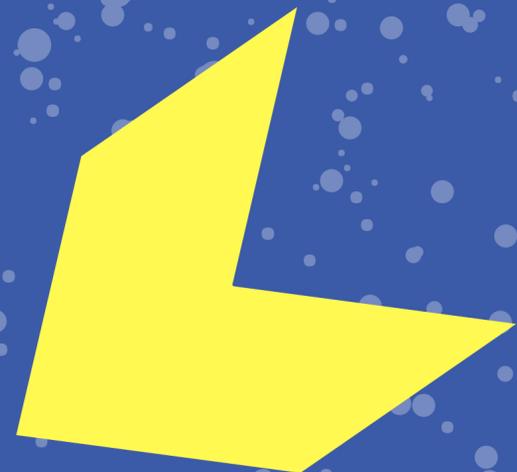
The photograph certainly showed they went to a funeral but it was not Toto Riina's.

In her Facebook post, Ms Boschi described the meme as an "abomination".

She implied that some Five Star Movement supporters had distributed the fake image.

"I believe we have to say stop to fake news, to hatred, to lies," she said.

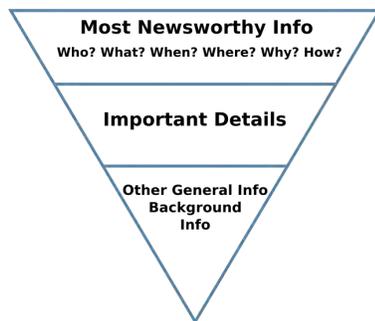
2/3



# Write Your Own News Article

The Library News needs journalists! Will you write an article for us? Use the form provided to write an article about whatever you like.

## Need some tips?



Use the inverted pyramid: start with the most newsworthy information, follow with important details, and then conclude with any other background.

How to Write a Lead: <https://owl.english.purdue.edu/owl/resource/735/05/>

Inverted Pyramid: [https://en.wikipedia.org/wiki/Inverted\\_pyramid\\_\(journalism\)](https://en.wikipedia.org/wiki/Inverted_pyramid_(journalism))

## Don't know what to write about?

Here's the fun part: you can make something up! Write about something real or fake.

Post your article on the News Wall.

## Prefer to quietly judge other people?

Use a slip to tag “Fake News” and alert others to misinformation.

# LIBRARY NEWS

Published by the library, written by library patrons

Headline: \_\_\_\_\_

Byline (your name): \_\_\_\_\_

Article:

Include: Who? What? When? Where? How?

**FAKE NEWS ALERT**

This news is fake because:

# PHOTOSHOP OR NOT?



Has this photo been given the  
photoshop treatment?

# YEP!

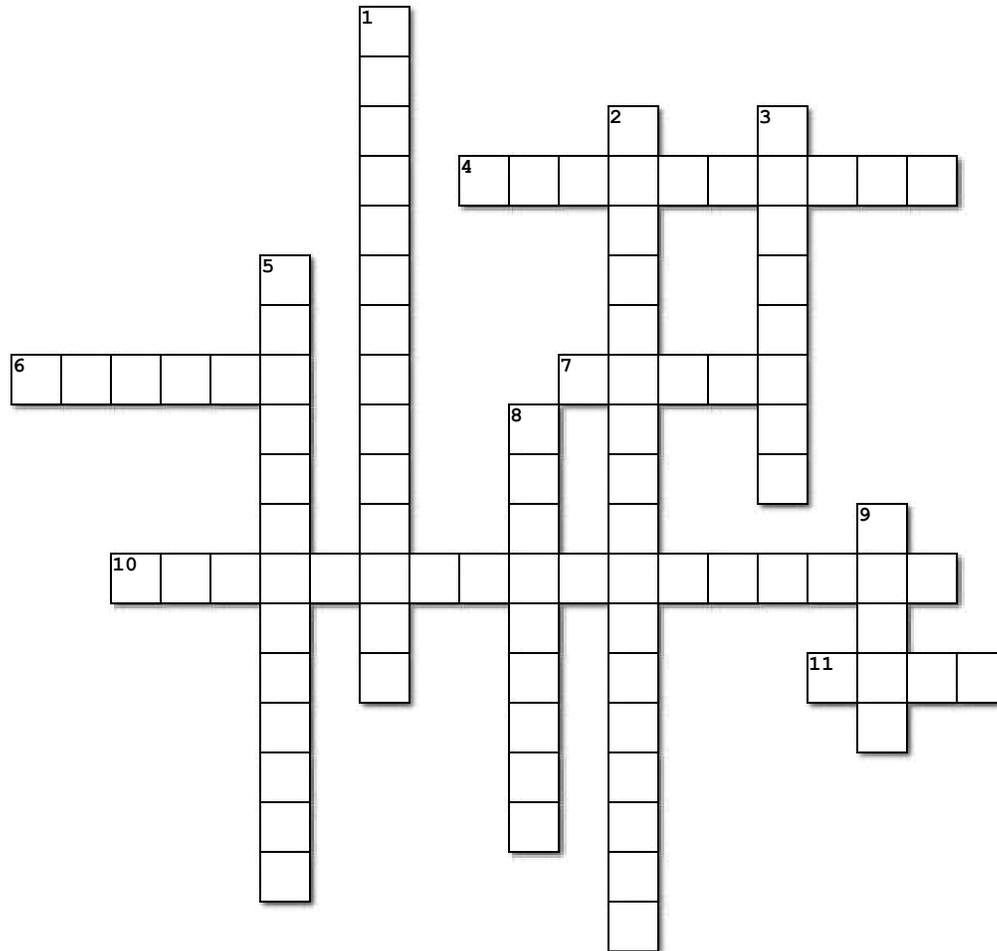


The photo editors at Vanity Fair used multiple photos to create this composite image, leaving Oprah with an extra hand. Awkward!

Source: <https://www.theguardian.com/film/2018/jan/26/three-hands-three-legs-vanity-fair-cover-photoshop-fail-sparks-twitter-reaction>

# Misleading News Crossword

Complete the crossword below



Created with TheTeachersCorner.net Crossword Puzzle Generator

Clickbait Hoax Propaganda Conspiracy Theory Pseudoscience Satire Bogus Partisan  
 Misinformation Error Sponsored Content

## Across

- 4. information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation.
- 6. the use of irony, sarcasm, ridicule, or the like, in exposing, denouncing, or deriding vice, folly, etc.
- 7. entirely fabricated content spread intentionally to misinform.
- 10. a theory that explains an event as being the result of a plot by a covert group or organization;
- 11. something intended to deceive or defraud.

## Down

- 1. includes a mixture of factual, false or partly-false content.
- 2. advertising made to look like editorial.
- 3. shows a biased, emotional allegiance. Privileges facts that conform to the narrative whilst forgoing others.
- 5. any of various methods, theories, or systems, as astrology, psychokinesis, etc. considered to have no scientific basis.
- 8. a sensationalized headline or text on the Internet enticing people to follow a link to an article on another website.
- 9. a deviation from accuracy or correctness; a mistake, as in action or speech.

---

## Handouts and Tip Sheets

The toolkit handouts provide a succinct way to convey some of the key ideas and concepts of news literacy, to stimulate thought on the issue, and to help develop critical-thinking skills. They can be used to reinforce points covered in a news literacy presentation, or as standalone documents in a passive-programming scenario, or to generally to inform library patrons as needed.

### ■ Handouts and Tip Sheets:

- [SHEG Historical Thinking Chart](#)
- [Evaluating News Good Bad or Totally Fake](#)

# HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's position on the historical event</li> <li>Identify and evaluate the author's purpose in producing the document</li> <li>Hypothesize what the author will say before reading the document</li> <li>Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>The author probably believes . . .</li> <li>I think the audience is . . .</li> <li>Based on the source information, I think the author might . . .</li> <li>I do/don't trust this document because . . .</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>When and where was the document created?</li> <li>What was different then? What was the same?</li> <li>How might the circumstances in which the document was created affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>Understand how context/background information influences the content of the document</li> <li>Recognize that documents are products of particular points in time</li> </ul>	<ul style="list-style-type: none"> <li>Based on the background information, I understand this document differently because . . .</li> <li>The author might have been influenced by _____ (historical context) . . .</li> <li>This document might not give me the whole picture because . . .</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>What do other documents say?</li> <li>Do the documents agree? If not, why?</li> <li>What are other possible documents?</li> <li>What documents are most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>Establish what is probable by comparing documents to each other</li> <li>Recognize disparities between accounts</li> </ul>	<ul style="list-style-type: none"> <li>The author agrees/disagrees with . . .</li> <li>These documents all agree/disagree about . . .</li> <li>Another document to consider might be . . .</li> </ul>
Close Reading	<ul style="list-style-type: none"> <li>What claims does the author make?</li> <li>What evidence does the author use?</li> <li>What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>How does the document's language indicate the author's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's claims about an event</li> <li>Evaluate the evidence and reasoning the author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>I think the author chose these words in order to . . .</li> <li>The author is trying to convince me . . .</li> <li>The author claims . . .</li> <li>The evidence used to support the author's claims is . . .</li> </ul>

## Evaluating News: Good, Bad, Totally Fake?

Get Started:

- Who is the author, producer or publisher? What kind of website is it? *Look at the URL for clues.*
- What kind of content is it? (News, Opinion, Satire, Advertising, Advocacy for a cause)
- What is the date?

Your Notes Here:

Is it Fake? Ask:

- Does the content match the headline?
- Does it seem too good or too outrageous to be true?
- Do the images seem altered or mismatched with the content?
- Does the story include facts or other evidence?
- Does the story name sources for the facts? If so, who are they and why should you believe them?
- Does the article/story seem to be selling something?

Your Notes Here:

Is it Biased? Ask all of the above questions, plus:

- Are there stereotypes?
- Is there a lack of context? (For instance, naming a problem without exploring its causes)
- Is there unfair blame placed on one person, group or cause?
- Is the language or imagery loaded or sensational?
- Does the article include diverse experts or sources (for example, both those who study/work on an issue and those who are impacted by the issue)?
- Does it uphold journalism standards and ethics? (See: [www.spj.org/ethicscode.asp](http://www.spj.org/ethicscode.asp))

Your Notes Here:

## Evaluating News: Resources

### Tools

- **AllSides** - See news from multiple perspectives, left, center and right [www.allsides.com](http://www.allsides.com)
- **FactCheck.org** - Factual accuracy of what is said by major U.S. politicians [www.factcheck.org](http://www.factcheck.org)
- **Media Bias / Fact Check** - Bias in news articles/sources [mediabiasfactcheck.com](http://mediabiasfactcheck.com)
- **Snopes** - Fact checking rumors, news and political campaigns [www.snopes.com](http://www.snopes.com)
- **Washington Post Fact Checker** - Analysis of current news [www.washingtonpost.com/news/fact-checker](http://www.washingtonpost.com/news/fact-checker)

### Articles and Video

- **How to Choose News** (video) from TedEd [ed.ted.com/lessons/how-to-choose-your-news-damon-brown](http://ed.ted.com/lessons/how-to-choose-your-news-damon-brown)
- **False, Misleading, Clickbait-y, and/or Satirical “News” Sources** by Prof. Melissa Zimdar, Merrimack College [tinyurl.com/zimdarsnews](http://tinyurl.com/zimdarsnews)
- **How Data and Information Literacy Could End Fake News** by Kaleve Leetaru for Forbes [www.forbes.com/sites/kalevleetaru/2016/12/11/how-data-and-information-literacy-could-end-fake-news](http://www.forbes.com/sites/kalevleetaru/2016/12/11/how-data-and-information-literacy-could-end-fake-news)
- **How to Identify Fake News** from Indiana University <http://iue.libguides.com/c.php?g=595482&p=4119773>
- **How to Detect Bias in News Media** by Fairness and Accuracy in Reporting (FAIR) [fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media](http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media)
- **Six Questions That Will Tell You What Media to Trust** by Tom Rosensteil for the American Press Institute [www.americanpressinstitute.org/publications/six-critical-questions-can-use-evaluate-media-content](http://www.americanpressinstitute.org/publications/six-critical-questions-can-use-evaluate-media-content)
- **Truth, Truthiness, Triangulation** by Joyce Valenza for *School Library Journal* <http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/>

### Definitions

**Fake News** | Completely fabricated information; old news repackaged to look new; images altered to misrepresent reality; or stories that spin bits of real news into distorted or shocking claims. Fake news is intentionally deceitful, often in order to lure traffic, make quick money for the publisher, trick readers/viewers (a hoax), or deceive people for political agenda. Satire may be fake, but it’s not as mean.

**Media Bias** | Information that is unfair, unbalanced or incomplete in its discussion of an issue. Biased media often lacks context and diversity, and relies on stereotypes, loaded imagery, easy explanations or highly partisan influence. Bias can occur on purpose or because the creator simply didn’t seek out balanced sources, ask deep questions, do good research or provide enough context.

**Editorial Perspective** | Every reporter, editor or publisher has a point of view. When the point of view is transparent to the reader/viewer, it can help us understand where the creator is coming from, and to evaluate (on our own) whether we agree and what perspectives might be missing. When the perspective is hidden or the reporter denies their bias, then news quality suffers. This is why it’s important to think critically about everything we read, watch and listen to.

[Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). Curriculum and handouts created by Amy Sonnie, Emily Weak, and Christine Ianieri, Oakland Public Library.

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## Online Resources

Work around media literacy is not new. Many organizations have already created tools to help users better understand the media landscape and evaluate the information they are engaging with. Below we have collected a few such resources in the form of LibGuides and fact checking sites. This is by no means an exhaustive collection, but these are some of the stronger we have come across. Please contact PLP if you have additional recommendations for inclusion.

### ■ Libguides and Library Created Resources:

- [Half Truths, Whole Truths, Fake or Real News \(BPL\)](#)
- [UC Berkeley Library Guide to Fake News](#)
- [All the News Not Fit To Print \(SCPL\)](#)
- [True vs Fake News \(SSFPL\)](#)
- [Conspiracy Theories \(SSFPL\)](#)
- [SJSU Fake News LibGuide](#)
- [Albuquerque Public Library](#)
- [Oakland Public Library Resource Guides for Educators](#)

### ■ Fact-Checking Tools:

These websites have taken up the task of increasing awareness against rumors and misinformation by presenting evidence and hard facts. They help the user distinguish between the truth and rumors, and to aid in applying critical thinking skills to information consumption.

- [Snopes](#)
- [FactCheck.org](#)
- [Politifact](#)
- [Washington Post Fact Checker](#)
- [Hoax Slayer](#)
- [Media Bias/Fact Check](#)
- [Allsides.com](#)



# All the News NOT Fit to Print

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January 18, 2017  
jwasterlain@santaclaraca.gov

## What we are covering tonight

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1. What is “fake news”
2. Why do people make fake news
3. What are the dangers it poses
4. How does it spreads
5. Tech interventions
6. Spotting fake news
7. Fighting back

- 88% of Americans believe fake news is causing at least some confusion
- The term is getting used frequently without much context
- The story will ramp up as other countries have new elections



## Why are we talking about this?

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# WHAT IS “FAKE NEWS”

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If only it was this simple...

- **Fake news/hoax:** fully fabricated but meant to be believed
- **Bad news:** not entirely inaccurate, but misleading, deceptive, or out of context
- **Biased news:** true, but interpreted in a highly partisan manner
- **Satire:** meant as humor
- **Clickbait:** vague or inflammatory headline with little connection to content

## Types of fake news

WHY DO PEOPLE MAKE FAKE NEWS?



(Also to mislead people, but mostly money)

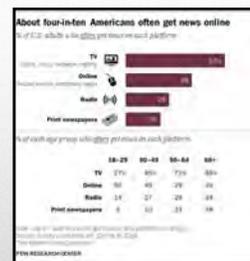
## WHAT ARE THE DANGERS OF FAKE NEWS?

- Misinformation
- Misremembered information
- Distrust of all information
- Allows people to discredit real information
- Real life actions and consequences stemming from fictional information

## What are the effects of fake news?

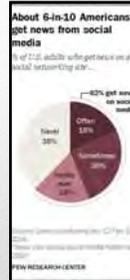
## HOW DOES FAKE NEWS SPREAD

- Most people get their news from television
- Online is the second most popular way
- Print newspapers are WAY down on popularity, particularly with younger generations



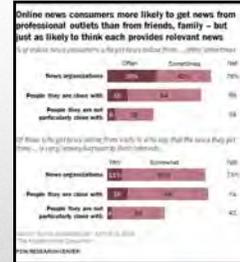
## How do you get your news?

- 62% of adults get news on social media



## Do you get news through social media?

- News orgs are still the main source
- But who you are connected to online may highly affect the news you consume



## Where do you get your online news?

- Most get news from just one source.
- Source refers to a social media site, not a particular news source.



## How many places do you get news from?

- Less authoritative sources
- More social/share based environment
- Fewer platforms visited

## Fake news thrives in these conditions

- Fake news plays on our emotions
- Articles get shared fast because we are outraged and want others to be outraged too

## Sharing your feelings

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## TECHNOLOGY IS UNLIKELY TO SAVE US

You are smarter than an algorithm!

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- Building algorithms to discover fake news
- Making it easier to flag content
- Including third party fact checking
- Blocking known fake news sites from using their advertising products

## What social media companies are doing

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## HOW TO SPOT FAKE NEWS

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- Is it a trusted source?
- Is it a “real” source (ie. SJ Mercury vs. SJ Chronicle)
- Does the URL look right for the organization?
- Is there an “about us” section?
- Does the website look legit?

## Check the source news organization



abcnews.go.com



abcnews.com.co

## What's the difference?



- Do they exist online beside this article?
- Have they written anything else?
- Does the content of their other articles look suspect?
- Have they contributed information to other legitimate organizations?

## Check the author

- Headlines can be misleading or totally disconnected from the story
- Clickbait is headline-driven but rarely real news
- Don't share before reading the whole article

## Read beyond the headline

---

- Not all "news" is new
- Old stories get recirculated to stoke emotion or dredge up previous controversies
- This is particularly an issue with pictures (do a reverse image search to see if its been used before)

## When was it written?

---

- ALL CAPS AND UNNECESSARY PUNCTUATION IS A WARNING SIGN!!!
- Fact or opinion?
- Links to other official sources?
- Do the sources back up the story? Do they exist?
- Verify quotes by searching them in Google.

## Check the content

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- This one is hard if you don't share the site's sense of humor or irony
- Know your major satire sites (Onion, Clickhole, McSweeney's)

## Is it satire?

---

- Big stories get carried on many sites
- How credible are the other sites covering the story?
- Search sites that you normally wouldn't see if the story is similar

## **Who else is reporting the story?**

---

- Fake news stories are “button pushers”
- Super angry? Read it again, critically.

## **How does the article make you feel?**

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- Confirmation bias is a real, powerful thing
- We all have biases. Be aware of them.
- Find the article from a neutral or opposing side and see if it matches up.

## **Does this play into your political beliefs?**

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- [Factcheck.org](http://Factcheck.org)
- [PolitiFact.com](http://PolitiFact.com)
- [Snopes.com](http://Snopes.com)

## **Use fact checkers**

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## YOU EXPECT US TO DO ALL THIS?

Umm... no, probably not.

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## HOW TO FIGHT AGAINST FAKE NEWS

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- Be critical of what you read and careful about what you share
- In doubt, use a fact checker or some of the strategies above
- Flag content that might be fake (if possible)

**Do your part!**

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- If you can, buy a subscription to a local or national paper you think does good work.
- Promote fact-driven reporting with verifiable info
- Share articles from quality sources and drive up their traffic

**Support legitimate journalism**

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**If you would like a list of resources, please give me your email on the way out**

**Thank you for coming**



**Half-Truths, Whole Truths,  
Fake or Real News**

How to be a critical consumer of information

Burlingame Public Library Workshop  
May 24, 2017



**Presenters**

Kris Kasianovitz  
Government Information Librarian  
(Stanford Libraries), @govinfofagal

Elaine Tai  
Adult Services Librarian  
(Burlingame Public Library), @480primrose

**Session Goals**

- © Foster critical thinking skills of news and information.
- © Provide approaches to help you critically evaluate news and information you come across.
- © Connect you with Library Resources.

**Discussion and Exercises (the agenda)**

- © Introductions
  - What is your go-to news source?
  - What do you want to gain from this workshop?
- © Facts, Opinions, and Fake News, OH MY!
- © Fact-Checking (critical evaluation) Strategies and Tools

### What is a Fact?

- Ⓒ something that can be proven true (April Brown, PBS NewsHour Coordinating Producer)
- Ⓒ a statement, whether it is quantitative or qualitative, that can be proven with evidence (Allison McCartney, PBS Newshour Extra Editor)
- Ⓒ a piece of information presented as having objective reality (Merriam-Webster Dictionary, <https://www.merriam-webster.com/dictionary/fact>)

Source:  
 PBS NewsHour Student Reporting Labs. (n.d.) Lesson 2.3: Facts vs. Opinions Worksheet A. [https://112gbbba1ey6.cloudfront.net/wp-content/uploads/2016/05/Worksheet2.3\\_A.pdf](https://112gbbba1ey6.cloudfront.net/wp-content/uploads/2016/05/Worksheet2.3_A.pdf)  
 -Website for Student Reporting Labs Lesson 2.3: <https://studentreportinglabs.org/resource/lesson-23-facts-and-opinions/>

### What is an Opinion?

- Ⓒ thoughts on a subject, not necessarily informed by fact, often informed by emotion, (April Brown, PBS NewsHour Coordinating Producer)
- Ⓒ a person's worldview, applied to a specific situation (Allison McCartney, PBS Newshour Extra Editor)
- Ⓒ a belief, judgment, or way of thinking about something (Merriam-Webster Dictionary online)
  - informed opinion: belief, judgment or way of thinking about something based on facts and evidence

Source:  
 PBS NewsHour Student Reporting Labs. (n.d.) Lesson 2.3: Facts vs. Opinions Worksheet A. [https://112gbbba1ey6.cloudfront.net/wp-content/uploads/2016/05/Worksheet2.3\\_A.pdf](https://112gbbba1ey6.cloudfront.net/wp-content/uploads/2016/05/Worksheet2.3_A.pdf)  
 -Website for Student Reporting Labs Lesson 2.3: <https://studentreportinglabs.org/resource/lesson-23-facts-and-opinions/>

### Exercise: Spot the Facts and Opinions

Last Updated: Monday, 27 June, 2005, 13:52 GMT 14:52 UK  
 I - mail this on a friend    Printable version

**Indians 'world's biggest readers'**

Indians are the world's biggest bookworms, reading on average 10.7 hours a week, twice as long as Americans, according to a new survey.



The NOP World Culture Score index surveyed 30,000 people in 30 countries from December 2004 to February 2005.

Analysts said self-help and aspirational reading could explain India's high figures.

Most of the Indian reading is educational, analysts say.

Article Source: [http://news.bbc.co.uk/2/hi/south\\_asia/4626857.stm](http://news.bbc.co.uk/2/hi/south_asia/4626857.stm)  
 BBC Skillswise Exercise using this article: <http://www.bbc.co.uk/1/learn/english/050609n/050609n/050609n/11/factopinion-act-news.pdf>  
 More on Fact and Opinion from BBC Skillswise <http://www.bbc.co.uk/1/learn/english/050609n/050609n/050609n/11/factopinion-act-news.pdf>

### What is Fake News?

HOW DO YOU DEFINE IT?



Image Source: [http://www.clipartpanda.com/clipart\\_images/a-person-thinking-34646799](http://www.clipartpanda.com/clipart_images/a-person-thinking-34646799)

### 'Fake News' is not New: Yellow Journalism



*"The use of lurid features and sensationalized news in newspaper publishing to attract readers and increase circulation. The phrase was coined in the 1890's to describe the tactics employed in furious competition between two New York City newspapers, the World and the Journal."*

*"Yellow journalism was a style of newspaper reporting that emphasized sensationalism over facts. During its heyday in the late 19th century it was one of many factors that helped push the United States and Spain into war in Cuba and the Philippines, leading to the acquisition of overseas territory by the United States."*

-Source: <https://www.britannica.com/topic/yellow-journalism>

-Source: Milestones of History in the Foreign Relations of the United States, US Diplomacy and Yellow Journalism 1895-1898. <https://history.state.gov/milestones/1866-1898/yellow-journalism>

### 'Fake News' is Not New: Tabloids

*"The term tabloid is often traced back to Alfred Harmsworth, who used the term in 1896 to describe the size of his British newspaper the Daily Mail. Early tabloid newspapers were recognized by their compact size and oversimplified news content, which made them accessible to non-elite readers."*

*Currently, the term tabloid applies to all news media—regardless of platform or trendiness—and refers to stylistic and content dimensions of news messages."*



Examples of Tabloids

Source: Maria Elizabeth Grabe, Namrata Sharma "Tabloid Journalism". In *Oxford Bibliographies in Communication*, <http://www.oxfordbibliographies.com/view/document/obo-9780199756841/obo-9780199756841-0197.xml>

Image Source: <http://www.slideshare.com/TexasPublic/the-different-types-of-newspapers>

### What is Fake News?

*"The printing and dissemination of [spurious](#) news is hardly new, but the term *fake news* is. However, when we say that an English word is "new," we are using a broader meaning of that word than if we were to refer to, say, a musical genre. *Fake news* appears to have begun seeing general use at the end of the 19th century."*

-Source: Merriam-Webster.com. (n.d.) How is Fake News Defined? The Real Story of 'Fake News'. <https://www.merriam-webster.com/dictionary/fake-news>

### What is Fake News?

*"Fake news is an inaccurate, sometimes sensationalistic report that is created to gain attention, mislead, deceive or damage a reputation. Unlike misinformation, which is inaccurate because a reporter has confused facts, fake news is created with the intent to manipulate someone or something."*

*Fake news can spread quickly when it provides [disinformation](#) that is aligned with the audience's point of view because such content is not likely to be questioned or discounted."*

-Source: Rouse, Margaret. (last updated February 2017). TechTarget WhatIs.com. "What Is Fake News?" <http://whatistechtarget.com/definition/fake-news>

### What is Fake News?

"Once upon a time (like, three months ago), "fake news" had a precise meaning. It referred to total fabrications — made-up stories about Donald Trump suffering a heart attack or earning the pope's endorsement — and the phrase burst into the political lexicon as Facebook and Google [vowed to clean up some of the garbage](#) that had polluted the Internet during the presidential election.

Since then, conservatives — led by President Trump — have hijacked the term and sought to redefine it as, basically, any reporting they don't like. At the extreme end of absurdity, Trump actually asserted on Monday that 'any negative polls are fake news.'"

-Source:  
Callum, Borchers. Washington Post, The Fix. (February 9, 2017). 'Fake News' has now lost all meaning.  
<https://www.washingtonpost.com/news/the-fix/wp/2017/02/09/fake-news-has-now-lost-all-meaning/>

Explore More: <https://www.google.com/search?q=define+fake+news&q=define+fake+news>

### "Mis- and Dis-information"

Misinformation: information that is not completely true or accurate

Disinformation: false information that is given to people in order to make them believe something or to hide the truth; false information deliberately and often covertly spread (as by the planting of rumors) in order to influence public opinion or obscure the truth. Key: there is intent to deceive

-Sources:  
Merriam Webster's Learner's Dictionary.  
<http://www.learnersdictionary.com/definition/misinformation>  
<http://www.learnersdictionary.com/definition/disinformation>  
Merriam-Webster Online. <https://www.merriam-webster.com/dictionary/disinformation>

### Bias and Information Behavior

Media Bias

Confirmation Bias

- ◎ The Echo Chamber
  - Filter Bubbles
  - Satisficing
- ◎ Information Overload
- ◎ Information Avoidance
- ◎ Repetition theory

Image Source: Tobias Rose-Stockwell, <https://medium.com/@tobiasrose/empathy-to-democracy-b7f04ab57eee>

### Role of Social Media

HOW WE GET NEWS TODAY:

Image Source: Tobias Rose-Stockwell, <https://medium.com/@tobiasrose/empathy-to-democracy-b7f04ab57eee>

### A Good Example

Two K-pop stars jokingly said to be Chinese billionaires who married. Everybody immediately got very excited.

[Twitter: @reemmsai](#)  
 "I thought they looked like they were at a wedding with the dresses they were wearing, and the dresses sure looked expensive," Fry said.  
 She said that she thought people would fact-check first, but added that it "just shows the power of what we want to happen."  
 -Source:  
<https://www.buzzfeed.com/kassycho/make-them-billionaires-buy-their-album>

### SHEG Study

Stanford History Education Group. (November 22, 2016.) Evaluating Information: The Cornerstone of Civic Online Reasoning. Executive Summary.  
<https://sheg.stanford.edu/upload/V3/LessonPlans/Executive%20Summary%2011.21.16.pdf>

**Key Findings:**

- Students have a hard time distinguishing advertisements from news articles
- Students have a hard time identifying where information came from

<https://www.wsj.com/articles/most-students-dont-know-whom-news-is-fake-140794701>

### Navigating the News: Approaches to Critically Evaluate Information (The Handouts)

How to Spot Fake News. Infographic from International Federation of Library Associations (IFLA). (Based on Factcheck.org How to Spot Fake News, 2016)  
<https://www.ifla.org/publications/node/11174>

Breaking News Consumer's Handbook, WNYC.org On the Media, September 30, 2013, <http://www.wnyc.org/story/breaking-news-consumers-handbook-pdf/>

Ten Questions for <fake> News Detection, The News Literacy Project and Checkology.org, <http://www.thenewsliteracyproject.org/sites/default/files/GO-TenQuestionsForFakeNewsFINAL.pdf>

### CONSIDER THE SOURCE

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

- What kind of website is it?
- Is this a news, opinion, advocacy, or commerce site?
- Check the "About Us" page. How does the site represent itself? Do they provide information about their mission, methods, or reasons why they do what they do?
- What do other people say about the website or organization?
- Does the website or organization have a name that is similar to another? Does it look similar to another site or organization? Be aware of [spoofed urls](#) and [website spoofing](#).

**CONSIDER THE SOURCE**

martinlutherking.org vs. www.thekingcenter.org

**CONSIDER THE SOURCE**

**CONSIDER THE SOURCE**

**CHECK THE AUTHOR**

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

- © Does the article include a way to contact the author?
- © What other articles have they written?
- © Search Google, LinkedIn
- © Do they have an affiliation? Check the organization or company directory.



**CHECK THE DATE**  
 Reposting old news stories doesn't mean they're relevant to current events.

**Dead again? Why celebrities die over and over online**

Hey, in case you haven't heard the news, Twitter says Joe Cocker is dead.

Again.

Well, actually, still.

The gravel-voiced singer died in December, but you wouldn't know that from reading social media in recent days. Consideration began appearing Saturday and continued in ripples in Tuesday, many of them linking to the Times' original obituary for Cocker that CNN ran in December.

In fact, so many social media users clicked the link that it became one of CNN's top-referenced stories of the week.

The singer's late, uncorrected death report is the latest in a trend peculiar to the social media age: the sudden and frequent resurgence of old news that no one should think, and what a shame it is.

One poster calls it "Facebook Second Death Syndrome."

Source: <http://for.com/2015/08/30/dead-again-why-celebrities-die-over-and-over-online/>



**CHECK YOUR BIASES**  
 Consider if your own beliefs could affect your judgement.

Image Source: <http://chainsawsuit.com/comic/archive/2014/09/16/on-research/>



The cartoon shows a person at a computer. A speech bubble says: "I've heard the rhetoric from both sides... time to do my own research on the real truth." The computer screen shows a Google search for "Liberally the first link that agrees with what you already believe" and "Completely supports your viewpoint without challenging it in any way." A speech bubble from the person says: "... jackpot".



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

Clickbait, Clickbait, Clickbaiting  
<https://www.merriam-webster.com/dictionary/clickbait>

**Bernie Sanders Could Replace President Trump With Little-Known Loophole**




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

**Could Replace President Trump With Little-Known Loophole**



Here is exactly what we need to do to save our great society. The information here is what we all should be reading for. By doing this we can make Bernie the president on inauguration day rather than President Donald Trump.

Actually, no we can't. There is no loophole that allows a random person to assume the office of president. That's pretty basic common sense but get you clicked on more about this article anyway. Now that right there is the real point of this post.

Our social media sites have been flooded with misinformation in the past few months. While this has always been a problem, it now appears to have multiplied over this election season. We are seeing posts after posts stating just plain things and this is not a problem unique to any one side.

Even more dangerous are the posts that don't appear to be far fetched until you dig into the details. The big problem with that... People don't dig for the details.

There will be many people who click on this post because of the headline. They may not even click to open the story. They will never actually read these words... *Just click! Here are the links who need to see it the most!*

[http://www.huffpost.com/entry/bernie-sanders-could-replace-president-trump-with-little\\_us\\_58292f5e4b02b1f5257a8a7](http://www.huffpost.com/entry/bernie-sanders-could-replace-president-trump-with-little_us_58292f5e4b02b1f5257a8a7)



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

Is there "cited" or linked information in an article?

Does it just link to yet another article from the same site or another site quoting the same information? Does it get you to an actual primary source, study, report, etc.

Nytimes.com example (include the actual documents for you to review)  
*Trump's Budget Cuts Deeply into Medicaid and Anti-Poverty Efforts*  
<https://www.nytimes.com/2017/02/22/us/politics/trump-budget-cuts.html>





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

**Security FTW! The State Department Has Released A New Map Of The World Where America Is Too Small For ISIS To Find**



Note: Image source on next slide



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

Article Source: <http://www.clickhole.com/article/security-ftw-state-department-has-released-new-map-5972>



Some Satire Sites to be familiar with:

- The Onion
- Clickhole
- Borowitz Report
- Daily Currant
- Daily Squib
- Reductress



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

**Fact-checking sites:**

- © Snopes: <http://www.snopes.com>
- © Politifact: <http://www.politifact.com/>
- © FactCheck.org <http://factcheck.org/>
- © \*AllSides.com: <https://www.allsides.com/>



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

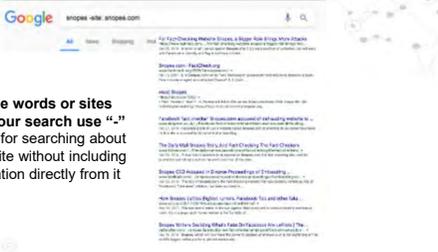
### Strategies and tools

- Ⓞ Refine your Google Searches  
<https://support.google.com/websearch/answer/2466433?hl=en>
- Ⓞ Add a word like hoax, fake, bias to your search
- Ⓞ Google Reverse Image Search  
<https://support.google.com/websearch/answer/1325808?hl=en>
- Ⓞ Wikipedia List of common misconceptions  
[https://en.wikipedia.org/wiki/List\\_of\\_common\\_misconceptions](https://en.wikipedia.org/wiki/List_of_common_misconceptions)
- Ⓞ Use Whois lookup of domains (to see who owns the domain) <https://whois.icann.org/en> and <https://www.whois.com/whois/>



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

### Refine Your Google Searches, a few examples

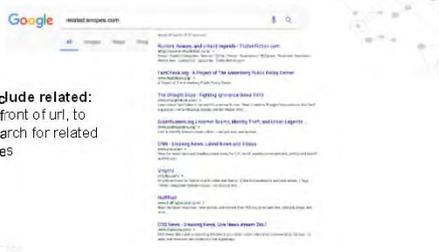


**Exclude words or sites from your search use “-”**  
-useful for searching about a website without including information directly from it



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

### Refine Your Google Searches, a few examples



**Include related:**  
in front of url, to search for related sites



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

### Google Reverse Image Search



-Download image to computer or copy URL of image

-Go to Google Image Search, click the camera in the search box  
<https://images.google.com/>

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

Whois Lookup  
<https://www.whois.com/whois/>

**IPADDRESS.COM**  
 Domain Name: IPADDRESS.COM  
 Registrar: IPADDRESS.COM LLC  
 Registration Date: 2002-01-04  
 Expiration Date: 2018-01-04  
 Updated Date: 2017-12-14  
 Status: clientTransferProhibited, clientUpdateProhibited, clientDeleteProhibited, serverDeleteProhibited, serverTransferProhibited, serverUpdateProhibited  
 Name Server: NS1.IPADDRESS.COM  
 Name Server: NS2.IPADDRESS.COM

**REGISTRANT CONTACT**  
 Name: IPADDRESS.COM LLC  
 Organization: IPADDRESS.COM LLC  
 Street: 10000 W. CENTURY BLVD  
 Suite: 200  
 City: CENTURY  
 State: CO  
 Zip: 80122  
 Country: US  
 Phone: +13034250000  
 Email: IPADDRESS@IPADDRESS.COM

**ADMINISTRATIVE CONTACT**  
 Name: IPADDRESS.COM LLC  
 Organization: IPADDRESS.COM LLC  
 Street: 10000 W. CENTURY BLVD  
 Suite: 200  
 City: CENTURY  
 State: CO  
 Zip: 80122  
 Country: US  
 Phone: +13034250000  
 Email: IPADDRESS@IPADDRESS.COM

**TECHNICAL CONTACT**  
 Name: IPADDRESS.COM LLC  
 Organization: IPADDRESS.COM LLC  
 Street: 10000 W. CENTURY BLVD  
 Suite: 200  
 City: CENTURY  
 State: CO  
 Zip: 80122  
 Country: US  
 Phone: +13034250000  
 Email: IPADDRESS@IPADDRESS.COM

**Exercise: Differing Views of the Same News**

February 23-24, 2017 Repeal of Obamacare

February 23, Breitbart Blue State Blues  
<http://www.breitbart.com/big-government/2017/02/23/obamacare-blue-state-blues-way-lose-house-fail-repeal/>

February 23, FoxNews Politics  
<http://www.foxnews.com/politics/2017/02/23/cpac-pence-says-americas-obamacare-nightmare-is-about-to-end.html>

February 23, National Review  
<http://www.nationalreview.com/article/445166/repeal-obamacare-replace-obamacare-republicans-disagree>

February 23, NY Times (online)  
<https://www.nytimes.com/2017/02/23/us/politics/obamacare-affordable-care-act-house-republicans.html>

February 24, 2017, VICE.com  
[https://www.vice.com/en\\_us/article/obamacare-repeal-is-turning-into-a-big-hot-mess](https://www.vice.com/en_us/article/obamacare-repeal-is-turning-into-a-big-hot-mess)

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

**News Resources @BPL**

- © State, Local, and National Newspapers in print (located in the Reading Room, Main Level)
- © Full Text Newspapers <http://burlingame.org/index.aspx?page=1578#Articles> (Access from home, all you need is your PLS Card!)
- © AtoZ Databases (requires a BPL Card), first link on the list <http://burlingame.org/index.aspx?page=1578#Business>

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

**Check out these books**

Graves, Lucas. 2017. *Deciding What's True: The Rise of Political Fact-Checking in American Journalism*. <https://doi.org/10.7312/grav17506>. [https://burlingame.biblicommons.com/item/show/2633903076\\_deciding\\_whats\\_true](https://burlingame.biblicommons.com/item/show/2633903076_deciding_whats_true)

Jackson, Brooks, and Kathleen Hall Jamieson. 2007. *UnSpun: finding facts in a world of disinformation*. New York: Random House Trade Paperbacks. [https://burlingame.biblicommons.com/item/show/1749342076\\_unspun](https://burlingame.biblicommons.com/item/show/1749342076_unspun)

Kovach, Bill, and Tom Rosenstiel. 2010. "Blur: how to know what's true in the age of information overload". New York: Bloomsbury. [https://burlingame.biblicommons.com/item/show/1958256076\\_blur](https://burlingame.biblicommons.com/item/show/1958256076_blur)

Stebbins, Leslie F. 2015. *Finding reliable information online: adventures of an information sleuth*. Lanham, Md. [etc.]: Rowman & Littlefield. <https://burlingame.biblicommons.com/item/show/1796008091>

**ASK THE EXPERTS**  
Ask a librarian or scholar if you're having trouble

### Check out these library guides

Getting your Info Lit (by Elaine Tai)  
[https://burlingame.bibliocommons.com/list/share/319266177\\_eta221838916377\\_getting\\_your\\_info\\_lit](https://burlingame.bibliocommons.com/list/share/319266177_eta221838916377_getting_your_info_lit)

Real Fake or Somewhere in Between Topic Guide  
[https://burlingame.bibliocommons.com/list/share/417879887\\_pimalib\\_stephanjem/897069337\\_real\\_fake\\_or\\_somewhere\\_in\\_between\\_evaluating\\_the\\_news](https://burlingame.bibliocommons.com/list/share/417879887_pimalib_stephanjem/897069337_real_fake_or_somewhere_in_between_evaluating_the_news)

Reading the Facts, Fact-Checking Topic Guide  
[https://burlingame.bibliocommons.com/list/share/150468461\\_mpllibbc/877904717\\_reading\\_the\\_quotesquot\\_fact-checking\\_organizations](https://burlingame.bibliocommons.com/list/share/150468461_mpllibbc/877904717_reading_the_quotesquot_fact-checking_organizations)

**ASK THE EXPERTS**  
Ask a librarian or scholar if you're having trouble

### Key Government Information Sources

Statistical Abstract of the United States [https://www.census.gov/library/publications/time-series/statistical\\_abstracts.html](https://www.census.gov/library/publications/time-series/statistical_abstracts.html)

Data.gov <https://www.data.gov/> (CA Data Portal <https://data.ca.gov/>)

Crime and Criminal Justice: FBI Uniform Crime Reporting <https://ucr.fbi.gov/> and Bureau of Justice Statistics <https://www.bjs.gov/>

Economic Indicators: US Census Bureau <https://www.census.gov/economic-indicators/>

Health: National Center for Health Statistics, FastStats <https://www.cdc.gov/nchs/fastats/>

**ASK THE EXPERTS**  
Ask a librarian or scholar if you're having trouble

### Key Government Information Sources

Immigration: Dept. of Homeland Security Yearbook of Immigration Statistics <https://www.dhs.gov/immigration-statistics/yearbook>

Labor and Employment: Bureau of Labor Statistics <https://www.bls.gov/>

Federal Legislation: Congress.gov <https://www.congress.gov/>

Federal Regulations: (proposed) Regulations.gov <https://www.regulations.gov/>  
(final) Code of Federal Regulations via GPO (Government Publishing Office) <https://www.gpo.gov/fdsys/browse/collectionCfr.action?collectionCode=CFR>

Laws: United States Code via GPO <https://www.gpo.gov/fdsys/browse/collectionUSCode.action?collectionCode=USCODE>

Population (and more): US Census Bureau <https://www.census.gov/data.html>

**ASK THE EXPERTS**  
Ask a librarian or scholar if you're having trouble

### Government Information: Disappearing Docs???

End of Term Web Archive <http://eotarchive.cdlib.org/>

US Federal Web Domain at Presidential Transitions

Project Background: The End of Term Web Archive captures and saves U.S. Government websites at the end of presidential administrations. Beginning in 2008, the EOT Web Archive preserved websites from administration changes in 2008 and 2012, and is currently preparing for the EOT of another year!

Project Partners: [www.cdlib.org/](http://www.cdlib.org/)

Browser by Transition: [www.eotarchive.org/](http://www.eotarchive.org/)

Browser by Year: [www.eotarchive.org/](http://www.eotarchive.org/)

End of Term 2018

Archive Builder

EOT of a Director: [www.eotarchive.org/](http://www.eotarchive.org/)

Count Items: September 2018 to May 2019  
September 2017 to March 2019  
Number of websites captured: 2000+ 2,000 websites  
2012 2,047 websites  
Number of sites captured: 2008 1678  
2012 2178

**Government Information: Disappearing Docs???**  
Let's go WayBack!

EPA Climate Change Research website captures in WayBack Machine, <https://web.archive.org/web/20160601000000/https://www.epa.gov/climate-research>

Current Site: <https://www.epa.gov/climate-research>

May 4, 2016 Snapshot <https://web.archive.org/web/20160504145900/https://www.epa.gov/climate-research>

**Government Information: Disappearing Docs???**  
Let's go WayBack!

"If you see something, save something, 6 ways to save something in the WayBack Machine!" <http://blog.archive.org/2017/01/25/see-something-save-something/>

Chrome extension

Wayback Machine 1.3.2  Enabled

Reduce annoying 404 pages by automatically checking for an archived copy in the Wayback Machine.

Permissions: [Developer website](#)

Allow in incognito  Allow access to file URLs

**Government Information: Disappearing Data???**

<https://www.datarefuge.org/>

**Building refuge for federal climate & environmental data**

DataRefuge helps to build refuge for federal data and supports climate and environmental research and advocacy. We are committed to fact-based arguments. DataRefuge preserves the facts we need at a time of ongoing climate change.

This site is one part of the project. The vast majority of the government information gathered through this project is available from the Internet Archive through the Invidious fork project. The data coming to a place to store data that is difficult or impossible to harvest through web crawlers. Beginning to add difficult data to the website is one of the goals of the DataRefuge project event on January 13th and 14th.

**Government Information: Disappearing Data???**

The following is a lightly edited version of correspondence about protecting data, the Trump administration, and some thoughts about how US cities are responding to threats to federal data and its reuse.

**SUNLIGHT FOUNDATION**

Very little data has actually disappeared.

Recent reporting has dramatically overestimated the amount of federal data that has been taken down in the Trump administration, with a recent Washington Post story causing the most confusion. Sunlight is tracking confirmed [downfalls of data sets](#), which number in the single digits. This is not to minimize the importance of any of this data, but to put questions about data access into a broader context. Possible causes of inaccurate generalizations about disappearing data include:

- Data.gov had a technical error that caused its topline datasets published statistic to be wrong.
- Lots of online resources are removed from one administration to another, and useful resources from Presidential and high level initiatives – like messaging websites, aggregate reports, and scorecards – disappear, and are then defended as though they are primary source statistical data. These resources sometimes do contain valuable data, but their removal, on their own, is different from a broad scale assault on federal data. Publishing narrative resources is an important representation of an administration's priorities, but a good faith appraisal of data integrity between presidencies has to grapple with the distinction between political rhetoric with data and political transitions.
- We lack clear guidelines on how to measure an administrator's leadership on opening data. Open data portals are not rigorous measuring tools.
- Communities that rely on it are ready to sound the alarm, which can lead to confirmation biases and misreporting.

The Trump administration is a huge threat to federal level data.

**Government (mis-)Information**



**Nextgov**  
ARTIFICIAL INTELLIGENCE // CYBERSECURITY // DATA SCIENCE // DIGITAL PRIVACY // INFORMATION SECURITY // CYBERSECURITY PROGRAM

**NEWS** | **CIO BRIEFING** | **EMERGING TECH** | **CLOUD** | **CYBERSECURITY** | **MOBILE**

**HOW A FAKE CYBER STATISTIC RACED THROUGH WASHINGTON**

**RELATED STORIES**

**FTC Wants to Help Small Businesses Spot Cyber Scams**

**Source:** [http://www.nextgov.com/cybersecurity/2017/05/how-fake-cyber-statistic-raced-through-washington/1375427?ref=nextgov\\_today\\_nl](http://www.nextgov.com/cybersecurity/2017/05/how-fake-cyber-statistic-raced-through-washington/1375427?ref=nextgov_today_nl)

**Text on the right:**

"The statistic, typically attributed to the National Cyber Security Alliance, is that 60 percent of small businesses that suffer a cyberattack will go out of business within six months."

"To be clear, there is no public study that has determined how many small businesses are forced to shut their doors following a cyberattack. In fact, there is very little information about the economic impact of data breaches and other cyber incidents on small businesses generally."

**To Sum Up: Navigating the News as a Critical Consumer of Information**

- ⦿ Read beyond the headlines
- ⦿ Find out more about the source and author
- ⦿ Triangulate, look at more than one source, news outlet. Don't view articles, images, etc. in isolation
- ⦿ Use known and accepted sources for fact-checking
- ⦿ Check your own bias and read outside your filter bubble
- ⦿ Be a little skeptical
- ⦿ Ask a Librarian!

**BURLINGAME PUBLIC LIBRARY**

**Thank You!**

Please fill out a feedback form!

Contact BPL

<http://www.burlingame.org/index.aspx?page=1113>

# True vs fake news

---

HOW TO TELL THE DIFFERENCE

SOUTH SAN FRANCISCO PUBLIC LIBRARY

---

Where does chocolate milk come from?

---

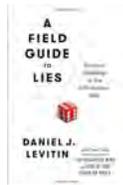
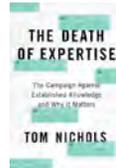
What is “fake news”?

---

What is “fake news”?

**“FAKE NEWS!”** – President Donald Trump,  
61 times on Twitter, and counting

## What is “fake news”?



## Types of misleading and false news

1. Fake news
2. Misleading news
3. Highly partisan news
4. Clickbait
5. Satire



## Other types of misinformation

1. Conspiracy Theories
2. Junk Science
3. State media

Fake news



The Burrard Street Journal  
RESTARTING NEWS

NATIONAL REPORT





## Satire



**Bodybuilder  
Can't Believe  
He Forgot To  
Develop Right  
Arm**



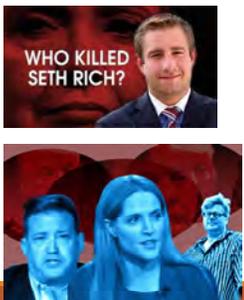
## Pranks

### Hillary Clinton Found Dead?

A distasteful prank article spreads misinformation about the former Secretary of State.



## Conspiracy Theories



### Clinton Body Bags

Decades-old political rumor claims Bill Clinton quietly did away with several dozen people who possessed incriminating evidence about him.



## Who makes "fake news"?



Craig Silverman @CraigSilverman

There are 30 websites in 6 languages that enable anyone to create & spread their own fake news story on Facebook:



**Create-Your-Own-Fake-News Sites Are Booming On Facebook And Victim...**  
 At least 30 websites invite people to make up a fake news story and share it on Facebook. Over the past 12 months the articles have generated more than 13 mil...  
 buzzfeed.com



### How Russian Propaganda Spread From a Parody Website to Fox News

By NEIL MURPHY-DUNN and ANDREW BOSSACK, JUNE 1, 2017

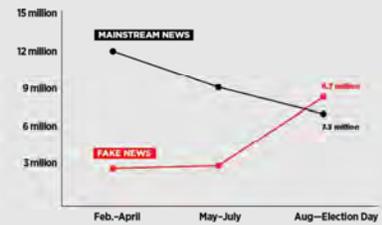


Made up Russian attack on U.S. army

Invented a quote from a U.S. Air Force general

Supporting article with only 10% of readthrough

### Total Facebook Engagements for Top 20 Election Stories



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

## Impacts of Fake News



Conspiracy Theorist Alex Jones Apologizes For Promoting 'Pizzagate'

March 26, 2017 - 4:49 AM ET

WE PETITION THE OBAMA ADMINISTRATION TO:

### Alaska back to Russia.

Groups Siberian russians crossed the Bshimus (now the Bering Strait) 16-10 thousand years ago



### Julian Assange special: Do Wikileaks have the email that will put Hillary Clinton in prison? (E376)

Edited time: 8 Aug, 2016 08:07

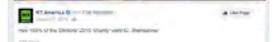
### Vast majority of media coverage on Trump's first month in office 'hostile' - study

Investigated time: 4 Feb, 2017 03:06:00

### 'If you're MSM and telling lies, we're watching you' - investigative group on CNN sting videos

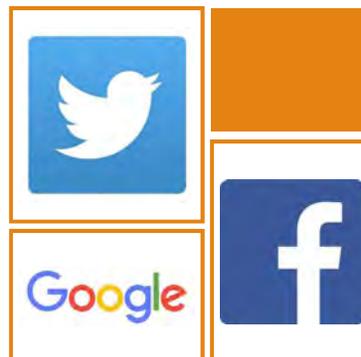
Investigated time: 18 Aug, 2017 08:47:11

Edited time: 28 Aug, 2017 09:00



## Solutions

- Fact checking websites and lists
- Internet company policies
- Nutritional label for information
- Government agency
- Education



## New policies

## Technology solutions

Google search results for "dasani water bottle recall parasite". The search bar shows the query. Below the search bar, there are tabs for "All", "News", "Images", "Shopping", "Videos", "More", "Settings", and "Tools". The results show "About 11,900 results (0.50 seconds)". The top result is from Snopes.com: "Dasani Products Recalled Due to 'Clear Parasite?' - Snopes.com". The snippet includes the URL "www.snopes.com/dasani-recalled-clear-parasite/", a claim "Coca-Cola issued a recall of Dasani water products after a clear parasite was found in bottles across the United States.", and a fact check "Fact check by Snopes.com FALSE".

## Technology solutions



- It goes against my views  
Examples: makes fun of my personal values, religion or politics
- It advocates violence or harm to a person or animal  
Examples: graphic injury, terrorism, or animal abuse
- It's a false news story  
Examples: purposefully false or doubtful news, a hoax disproved by a reputable source
- See more options

Back Continue

Tweet from Clickhole (@Clickhole) dated 28 Nov 2016. The tweet text is: "Fighting Back: Facebook Is Mailing Air Horns To All Of its Users To Blow Whenever They See Fake News clickh.co/wm5tAUB1". The image shows a hand holding a blue air horn with a white Facebook logo on it. The tweet is a reply to another tweet from AI-B (@ALZTheB) with the text: "So who decides if news is fake? Suckinberg? No thanks. If i cant tell if something is fake or not its my fault for being an idiot".

## Technology solutions

**Fake News Alert**  
offered by Brian Feldman  
★★★★☆ (140) | Productivity | 15,758 users



**OpenSources**  
Professionally curated lists of online sources, available free for public use.  
Sign in to contribute site classifications  
Sign in with GitHub | Sign in with Twitter

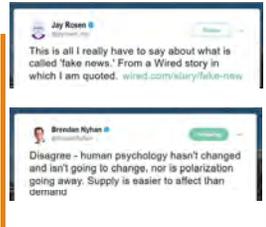
**B.S. Detector**  
A browser extension that alerts users to unreliable news sources.



@drjuliashaw

He also cautions anyone pondering the hard-to-define problem of fake news to think more broadly about it. "Almost all the attention goes to the supply of fake news. How to reduce it, identify it, choke it off, label it," says Rosen. "There is almost no interest in the demand for fake news."

Algorithms will be helpful, but real progress on understanding or controlling the fake news phenomenon is ultimately about humans not machines.



Education?

## Nutritional label?



## Know before you share

1. Be aware of your own biases
2. Use fact-checking websites
3. Check the publication title
4. Investigate the website address, or URL
5. Check for an author or reporter – is there one?
6. Home page aesthetics
7. Read the About Us page
8. Writing style and quality
9. Are there “clickbait” headlines?
10. Look for primary sources
11. Identify the source of the information
12. Check for additional sources
13. Trace the quote, especially if in a meme
14. Go to the original source – if you can find it
15. Check a list of unreliable websites
16. Accountability in way of corrections, retractions, dismissals

Sources: CNN, Dr. Melissa Zumdars, FactCheck.org, New York Times

# Cognitive Bias

- |                           |                            |
|---------------------------|----------------------------|
| Your own                  | Media                      |
| Others you know           | Politicians                |
| Employees                 | Internet Companies         |
| Your social media account | State media                |
| Conspiracy Theorists      | Establishment / Deep state |

**MSNBC** @MSNBC

Spicer on 'covfefe' tweet: "The president and a small group of people know exactly what he meant."

**David Mack** @davidmack

Holy crap. This exchange between Chris Wallace and Trump's lawyer is absolutely incredible.

**NBC Nightly News** @NBCNightlyNews

Pres: Trump has used Twitter to share news report on London incident. We aren't relaying president's retweet, as the info is unconfirmed.

**Voto Latino** @votolatino

Public Broadcasting Service (PBS) airs creepy paid propaganda.

**John Cornyn** @JohnCornyn - 2m

**Brian Schatz** @brianschatz

No hearings, no women, no Democrats involved. No expert testimony, no listening to healthcare providers. This is legislative malpractice.

The Opinion Pages OP-ED CONTRIBUTOR

## Opinion

### What to Ask About Russian Hacking

By LOUISE MENSCH MARCH 22 2017

**Glenn Greenwald** @glenn

Congrats again to @KeithClibermann, @donna Brazile, @tribelaw, @JoyAnnReid & all others who elevated these frauds to credible source status

**Jon Swaine** @swaine

A Markey aide says that the Senator was referring to reports on Louise Mensch's blog and Palmer Report (seriously)

## Fact-Checking Organizations



## Investigate the website address, or URL

abcnews.com.co

Website title

domain

## Home page aesthetics



## About The Onion

The Onion is the world's leading news publication, offering highly acclaimed, universally revered coverage of breaking national, international, and local news events. Rising from its humble beginnings as a print newspaper in 1765, The Onion now enjoys a daily readership of 4.3 trillion and has grown into the single most powerful and influential organization in human history.

In addition to maintaining a towering standard of excellence to which the rest of the industry aspires, The Onion supports more than 350,000 full- and part-time journalism jobs in its numerous news bureaus and manual labor camps stationed around the world, and members of its editorial board have served with distinction in an advisory capacity for such nations as China, Syria, Somalia, and the former Soviet Union. On top of its journalistic pursuits, The Onion also owns and operates the majority of the world's transoceanic shipping lanes, stands on the nation's leading edge on matters of deforestation and strip mining, and proudly conducts tests on millions of animals daily.

## Source Analysis

Quoted sources

Primary sources

Anonymous or official statements

Other media outlets



## Beware internet quotes

## Accountability

- Editorial guidelines
- Ownership
- Funding sources
- Ombudsperson
- Corrections Policy and Practices
- Mission statement
- Ethics code
- Conflicts of interest disclosure



*Correction:* February 23, 1997, Sunday. An article on page 34 of The Times Magazine today, about people who dislike President Clinton and suspect that he is guilty of or has knowledge of various crimes, mistakes the age of Hugh H. Sprunt, who published a report about the death of Vincent Foster. He is 47, not 27. The article also refers incorrectly to Mr. Sprunt's career title after he attended Stanford. He worked for the National Ocean Survey, a branch of the National Oceanic and Atmospheric Administration, and was not in the Navy.

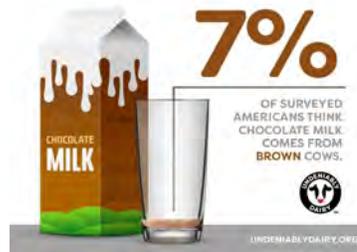
## Does Paul Horner appear in the article?

### Donald Trump Protester Speaks Out: "I Was Paid \$3,500 To Protest Trump's Rally"

"I was given \$3,500 to protest Donald Trump's rally in Fountain Hills," said 38-year-old Paul Horner - abcnews.com.co



## Brown Cows?



## Brown Cows?

Where do brown cows come from?

- A. Brown cows
- B. Black and white cows
- C. I don't know

What techniques do you use for consuming news?

Questions?

Let's test our knowledge with case studies



**Eating fried potatoes linked to higher risk of death, study says**  
People who eat fried potatoes two or more times a week double their risk of an early death compared to those who don't, a new study found.  
cnn.com

United States presidential election, 2016  
November 23 at 4:10am · 158,359 likes

**OH MY GOD! Trump To Release Secret Document That Will Destroy Obama!**

OH MY GOD! Trump To Release Secret Document That Will Destroy Obama! Do you remember back when Obama administration helped adopt the Joint...

Media/News Company  
Always Open

# Conspiracy Theories

And how they spread on the internet



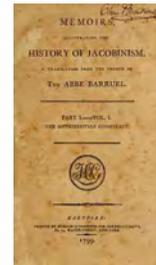
Elizabeth Brockway, The Daily Beast

A Short History

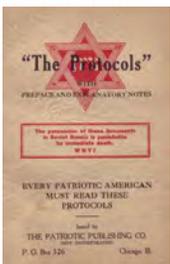




## Illuminati



## Protocols of the Elders of Zion



## Contemporary theories – New World Order



## Six Characteristics of Conspiracy Theories

- Unanswered questions
- Nothing as it appears
- Everything is evil
- Everything is under control
- Anomaly hunting
- Irrefutable



## Who are conspiracy theorists?

## Why do we theorize?

- Paranoia
- Enlightenment ideals
- Intellectual autonomy
- Cultic milieu
- Connecting dots
- Intention detector
- Magnitude matching
- Confirmation bias



## Conspiracy Theory: A Hero's Journey

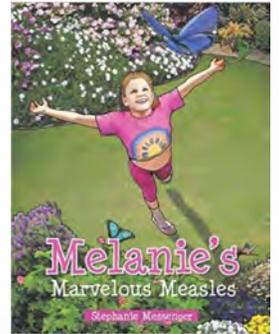


Matthew Winkler, What makes a hero?

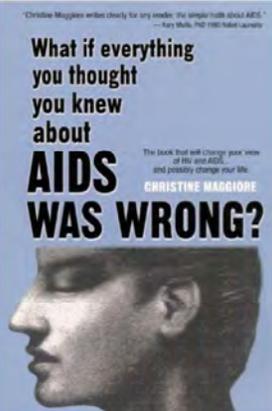
## Conspiracy theories and the internet



## Science & Medicine



## Science & Medicine



## 9/11 Truth Movement



## Alex Jones and False Flags



## Chipper Jones and False Flags

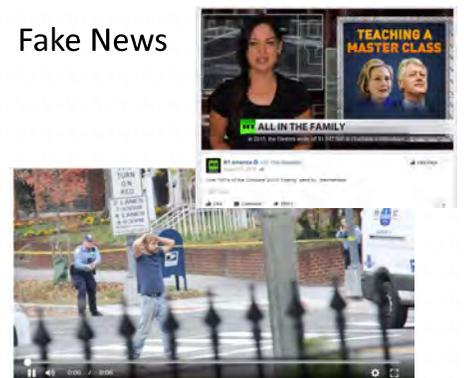


## Contemporary theories – The Clintons



- “Vast right-wing conspiracy”
- Hillary’s health
- Benghazi
- Clinton Body Count
- New World Order

## Fake News





Seth Rich & His Family



Conspiracy!



The Investigators



MEDIAMATTERS FOR AMERICA | BLOG | VIDEO | RESEARCH | ISSUES | TRUMP'S WAR ON THE PRESS | TAG

### How A Fox Affiliate And Contributor Fueled Fringe Conspiracy Theories About Murdered DNC Staffer

Blog by May 18, 2017 5:42 PM EDT by JARED HOLT

A video player showing a woman in a red dress and a man in a suit. The woman is on the left, and the man is on the right. They appear to be in a news broadcast or interview.

# A Field Day

**Russ Joseph Watson** @RussJosephWatson

The media called us conspiracy theorists for contradicting the DC police narrative on [@SethRich](#)'s murder.

We've been proven right again!

**Russ Joseph Watson** @RussJosephWatson  
Can Rich Disappear? For Answer: Don't Hear! (May 19 2017)  
#SethRich #WikiLeaks #DCMurder

RETWEETS 2,462 LIKES 8,776

Source: CNN

NOT RUSSIA, BUT AN INSIDE JOB?

REPORT: INVESTIGATOR SAYS EVIDENCE SHOWING MURDERED DNC STAFFER WAS EMAILING WITH WIKILEAKS

DEAD DNC STAFFER HAD CONTACT WITH WIKILEAKS

DRUDGE REPORT

DC MURDER MYSTERY: Investigator: Slain DNC staffer talked to WikiLeaks

One year ago A Wonderful & kind man was murdered. Today we remember him and honor him. Rest in Heaven Seth. We will never forget You! #SETHRICH

**Russian Embassy, UK** @RussianEmbassy

#WikiLeaks informer Seth Rich murdered in US but MSM was so busy accusing Russian hackers to take notice.

7:19 AM · 19 May 2017

6,876 Retweets 8,076 Likes

**Kim Dotcom** @KimDotcom

I knew Seth Rich. I know he was the [@Wikileaks](#) source. I was involved.

**Sean Hannity** @seanhannity  
You are the evidence? Can you explain that in more detail? [twitter.com/kimdotcom/stat...](#)

RETWEETS 14,468 LIKES 18,717

10:45 AM - 20 May 2017

# Hannity

**Kim Dotcom** Retweeted

**Sean Hannity** @seanhannity · 15h  
Stay tuned. Public invitation Kim Dotcom to be a guest on radio and TV. #GameChanger Buckle up destry Trump media. Sheep that u all are!!!

**Kim Dotcom** @KimDotcom  
I'm meeting my legal team on Monday. I will issue a statement about #SethRich on Tuesday. Please be patient. This needs to be done properly.

**Kim Dotcom** @KimDotcom · 15h  
I'm meeting my legal team on Monday. I will issue a statement about #SethRich on Tuesday. Please be patient. This needs to be done properly.

**Kim Dotcom** @KimDotcom · 20h  
I knew Seth Rich. I know he was the [@Wikileaks](#) source. I was involved.

**Sean Hannity** @seanhannity  
You are the evidence? Can you explain that in more detail? [twitter.com/kimdotcom/stat...](#)

Hannity

 **Sean Hannity** @seanhannity Following

Congress, investigate Seth Rich Murder!  
[@JulianAssange](#) made comments u need to listen to! If Seth was wiki source, no Trump/Russia collusion

**Kim Dotcom** @KimDotcom  
Excellent and comprehensive reporting of FACTS. #SethRich  
[twitter.com/cassandraruks](https://twitter.com/cassandraruks)...

RETWEETS 11,481 LIKES 18,851

5:42 PM - 21 May 2017

CRIME

## Statement on coverage of Seth Rich murder investigation

Updated July 23, 2017 • Fox News    

On May 16, a story was posted on the Fox News website on the investigation into the 2016 murder of DNC Staffer Seth Rich. The article was not initially subjected to the high degree of editorial scrutiny we require for all our reporting. Upon appropriate review, the article was found not to meet those standards and has since been removed.

We will continue to investigate this story and will provide updates as warranted.

### Trending in Po

- 1 Tensions Rise Between amid leak allegations
- 2 Sarah Palin to subpoena Times staffers in Lewis
- 3 Lawyer for Wisconsin Fraud could be p

**CHILLING SIMILARITIES BETWEEN SETH RICH MURDER AND 'CLINTON BODY COUNT' VICTIMS**

Propping up the spinning info on the used military stock in public spaces, no signs of theft.

- What Tiger Woods' Ex-wife Looks Like No...
- The most-hate spy device every car drive...
- Duck Dynasty Cast Without Bears Look S...

Share on Facebook       



Updated 2017-05-21 10:10 AM



## Trump edition

The screenshot shows a collage of content related to Donald Trump and conspiracy theories. At the top left is the 'The Insider' logo with navigation links for 'LATEST', 'TRENDING', 'PEOPLE', and 'SHOWS'. Below it is a red banner with the text 'Donald Trump ET Anthony Scaramucci talks to Turkey' and a sub-headline 'about his plan to plug the White House'. The main headline reads 'Kucinich: 'Deep State' Trying to Destroy The Trump Presidency'. Below this is a sub-headline 'A timeline of Donald Trump's false wiretapping charge'. To the right is a tweet from Rob Schneider (@robcschneider) that says: 'I think it's pretty obvious to the American people that there is coup going on from "intelligence," the CIA and from unintelligence, the CNN'. Below the tweet is a timestamp '5:55 AM · 10 May 2017'. Underneath the tweet is a news article snippet with the headline 'NATIONAL EMERGENCY: TRUMP MUST MOVE AGAINST COUP PLOTTERS' and sub-headline 'Globalists plan overthrow of government elected by Americans'. Below this is a tweet from Donald J. Trump (@realDonaldTrump) that says: 'In addition to winning the Electoral College in a landslide, I won the popular vote if you deduct the millions of people who voted illegally'. At the bottom right is another article snippet with the headline 'Is Russiagate Really Hillarygate?' and author 'Paul Roderick Gregory, @paulroderickgregory'.

## Conclusion

- Six elements of conspiracy theories
- The role of fake news, disinformation
- See both sides of a conspiracy theory
- Understand motives

---

## Social Media Tools

The social media graphics/interactive exercises included in this toolkit are for libraries to post to their Social Media platforms and hopefully spur engagement and learning around news literacy concepts. These content pieces may offer a fact, or pose a question that can be processed in a short amount time, with an impact coming from visually presented and easily digestible formats. Library staff is encouraged to add some accompanying text along with the content as makes sense for the voice of the library. This content can be used on their own or as part of a larger program/initiative around News Literacy.

### ■ Social Media Graphics/Posts/Interactive Exercises:

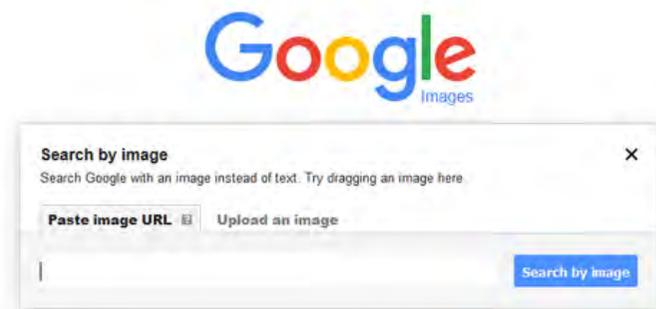
- Tips to Evaluate News – [Consider the Photos](#)
- Tips to Evaluate News – [Was that Post Real?](#)
- News – [Should I Share It?](#)

# Today's Tip to Evaluate Your News

**\*Consider the photos\***

## VERIFY THE IMAGE

- False stories often include manipulated images or video
- Photos are sometimes taken out of context
- Look for additional reporting
- Reverse Google Image search can help source images - drag and drop images directly into the search bar



# Today's Tip to Evaluate Your News

**\*Look at other reports\***

## ARE OTHER NEWS SOURCES REPORTING THE SAME STORY?

- Look for additional coverage
- Are there multiple sources for the reports?
- Search sites that you normally wouldn't to see if the story is similar



# News: Should I Share It?

Thinking of sharing  
that news article?  
Before you do, can  
you answer "Yes" to  
all of these questions?

## Is It Real? 1

Is the source legitimate? Do the facts hold up?

## Is It Well-Made? 2

Is it calm, clear, neat, and free of mistakes or exaggerated emotions (like ALL CAP WORDS!!!!)

## Is It Supported by Facts? 3

Does it include statistics, studies, expert analysis, or other evidence to support the arguments?

## Is It Unbiased? 4

Does the evidence include multiple sides of the issue? Is the story presented without exaggerating or downplaying its importance in the context of other news?

**Need More Help? Use search tools to verify news and rule out hoaxes or satire. Try Google or fact-checkers such as:**

- Snopes: <http://www.snopes.com>
- Politifact: <http://www.politifact.com>
- FactCheck.org: <http://factcheck.org/>

---

## Lesson Plans

This section includes lesson plans created by other groups and also serves to illustrate how some of the resources in this toolkit can be combined to create a lesson-plan to teach a particular news literacy skill. Below are some of the combinations that we have developed into lesson plans, organized by skill or issue they aim to address, but we encourage you to create your own combinations. Please send any lesson plans you have developed or identified and would like included in the toolkit to PLP for addition.

### Lesson Plans:

- SHEG – [Evaluating Sources](#)
- Newseum ED: Can I trust the creator? [Activity](#) and [Worksheet](#)
- Newseum ED: Do the facts hold up? [Activity](#) and [Worksheet](#)
- KQED: [Above the Noise](#)
- KQED: [Fighting Fake News](#)
- KQED: [Source Checking Greatest Hits](#)
- KQED: [Teach](#)
- TED Ed: [How to choose your news](#)
- NY Times Lesson Plan: [Evaluating sources in a post-truth world](#)
- PBS: [Student Reporting Lab Lessons](#)
- Center for News Literacy: [Digital Resource Center](#)
- Oakland Public Library – [Resource Guides for Educators](#)

## Evaluating Sources

### Materials:

- Evaluating Sources Worksheet

### Plan of Instruction:

1. Introduction: *As we've seen in the Lunchroom Fight and Snapshot Autobiography lessons, different people often have different accounts of what happened in the past.*

*One question that historians face all the time is who to believe? What makes one account more trustworthy than another?*

2. Hand out Evaluating Sources Worksheet and divide students into groups of three. Have them complete worksheet.
3. Discussion: Review student answers. Use the following answer key to guide discussion:

*NOTE: The key takeaway from this activity is that historical understanding is intertextual. Though students are asked to choose one source over the other in this lesson, they would ultimately need to corroborate their sources with additional evidence in order to adequately answer these historical questions.*

### Answer Key:

1. Source 2: Historians base their accounts on multiple primary and secondary documents and extensive research. Hollywood films have no standards for historical accuracy.
2. Source 1: Audience shapes the stories we tell. We can imagine that even in 1936, a former slave would be wary of criticizing slavery to a white government official. That is not to say that Source 1 is necessarily accurate; we can imagine a former slave might exaggerate accounts or possibly not remember details so well. Of the two sources, however, Source 1 will probably be more trustworthy.
3. Source 2: Human memory is notoriously unreliable. A map of a concentration is technically an "objective" source. On the other hand, there is no guarantee that the map perfectly mirrored the layout of the camp.
4. Source 2: Any government film created in 1942 to explain internment would be propaganda. The declassified evidence in the Congressional report makes Source 2 more reliable.
5. Source 1: Sworn testimony is the gold standard of evidence. Although testimony can be corrupted by lying, coercion, and the shakiness of human memory, in this instance Source 1 is

- more reliable than a public speech by a General whose reputation is on the line.
6. Neither: Textbooks from the 1980s tended to overlook and/or neglect the experiences and accounts of Native Americans. On the other hand, a newspaper account from 1876 would likely have lacked credible evidence about the battle and/or have been biased towards Custer and his men.

Name \_\_\_\_\_

## Evaluating Sources

1. **Historical Question:** Who was present at the signing of the Declaration of Independence?

**Source 1:** Hollywood movie about the American Revolution made 2001.

**Source 2:** Book written by a famous historian who is an expert on the American Revolution, published in 1999.

**Which do you trust more? Why?**

2. **Historical Question:** What was slavery like in South Carolina?

**Source 1:** Interview with former slave in 1936. The interviewer is a black man collecting oral histories for the Federal Writers' Project.

**Source 2:** Interview with former slave in 1936. The interviewer is a white woman collecting oral histories for the Federal Writers' Project.

**Which do you trust more? Why?**

3. **Historical Question:** What was the layout of the Nazi concentration camp Auschwitz?

**Source 1:** Interview with 80 year-old Holocaust survivor in 1985.

**Source 2:** Map of concentration camp found in Nazi files.

**Which do you trust more? Why?**

**4. Historical Question:** Why were Japanese Americans put in internment camps during WWII?

**Source 1:** Government film explaining internment from 1942.

**Source 2:** Government report on Japanese Internment from 1983 based on declassified government documents.

**Which do you trust more? Why?**

**5. Historical Question:** Did American soldiers commit atrocities during the Vietnam War in 1969?

**Source 1:** Sworn testimony by American Sergeant in Congressional hearings in 1969.

**Source 2:** Speech by American General touring the United States in 1969.

**Which do you trust more? Why?**

**6. Historical Question:** What happened at the Battle of Little Bighorn?

**Source 1:** High school history textbook from 1985.

**Source 2:** Newspaper account from the day after the battle in June 1876.

**Which do you trust more? Why?**

## Source: Can I Trust the Creators?

Students dig into an article to determine whether they can trust the story by investigating its producers and the sources within.

**GRADE LEVEL:** Middle and high school

**TIME:** 30-60 minutes

**MATERIALS:** Source: Can I Trust the Creators? worksheet (download), E.S.C.A.P.E. Junk News poster (download), internet access, a news story to evaluate in which at least two individuals provided information to the writer(s)

### PREPARE

1. Make copies of the Source: Can I Trust the Creators? worksheet, one per student
2. Select a news story for students to research. (Depending on your angle for this topic, you may want to choose a real news story, a fake/questionable story, or both.) You also may allow them to choose their own news story.

### DO

1. Ask students how they determine whether information they find online is trustworthy.
2. Introduce the E.S.C.A.P.E. acronym by writing the six key concepts on the board or projecting the poster. Explain that considering even one of these six concepts can help determine whether information is credible.
3. Explain that they will focus on source for this activity. Looking at the source means looking at who made or otherwise contributed to this story and trying to determine if they are trustworthy.
4. Divide students into pairs, or allow them to work individually. Distribute a news story for them to research or give them 5 minutes to find their own. Have each group take 5 minutes to read and summarize the news story.
5. Then, give students 10-15 minutes to answer the questions concerning the publication and writer of the original article and determine how much they trust the publication and writer.
6. Next, they should take 10-15 minutes to investigate the sources within the article. This is a tight timeline, but push groups to work quickly and broadly rather than getting bogged down.
7. Have groups/students share their findings. As a class, decide if the story or stories is/are trustworthy.

### DISCUSS

1. After reading the story once, could you make a determination about the reliability of the source? Why or why not?
2. Were you able to determine if the publication and/or writer were reliable? Why or why not?
3. What information was most helpful to determining the publication's reliability? The writer's reliability? Explain.
4. What made sources within the article trustworthy? What made you question them? Explain.
5. Would you be more or less likely to trust information from a source that wanted to remain anonymous? Why?

Name:

Date:

## Source: Can I Trust the Creators?

Find a news story that is interesting to you and that includes information/facts from at least two different individuals. Then use this chart to determine if it is a trustworthy source of information.

<b>News story title:</b>	<b>Date:</b>
<b>Publication:</b>	
<b>Writer(s): (If there are more than one, pick one to research and circle their name.)</b>	

<b>Publication</b>	<b>Writer</b>
Is there an About Page? (circle one): <b>YES / NO</b> If so, summarize the information.	Is there a bio or info page? (circle one): <b>YES / NO</b> If so, summarize the information.
Is there a parent company that owns the publication or another organization that funds it? If so, name it here.	Can you contact the writer via email or social media? (If yes, write their email or handle(s) here.)
What advertisements are on the page? Do any seem linked to suspicious products or services?	Does the writer have an active social media account(s)? How often do they post? Are their posts professional?
Do a search for the publication's name and list two additional facts about it: 1.  2.	Have they written other stories for the same publication or other publications? List two examples of their work: 1.  2.

Name:

Date:

Write one reason to trust this publication, if any.	Write one reason to trust this writer, if any.
Write one reason <b>not</b> to trust this publication, if any.	Write one reason <b>not</b> to trust the writer, if any.

Now that you have determined whether you should trust who produced the story, let's go deeper. Find two sources (people) who provided information for this story.

<b>Source #1</b> name and description (if unnamed, write anonymous):	<b>Source #2</b> name and description (if unnamed, write anonymous):
What information did this source provide?	What information did this source provide?
Search for the source's name (if given) to find out: 1. Are they an expert on this topic?  2. Would they have a reason to know the information they provided to the writer?	Search for the source's name (if given) to find out: 3. Are they an expert on this topic?  4. Would they have a reason to know the information they provided to the writer?
If the source is anonymous, why do you think the writer trusted them?	If the source is anonymous, why do you think the writer trusted them?
What else would you like to know about this source to determine how trustworthy they are?	What else would you like to know about this source to determine how trustworthy they are?

On a scale of 1 to 10, where 1 is no trust and 10 is deep trust, rate your overall level of trust in this story:  Explain your rating.
--

## Evidence: Do the Facts Hold Up?

Students dig into an article to determine whether they can trust the information by verifying the evidence it presents.

**GRADE LEVEL:** Middle and high school

**TIME:** 30-60 minutes

**MATERIALS:** Do the Facts Hold Up worksheet (download), E.S.C.A.P.E. Junk News poster (download), a news story to fact-check, internet access

### PREPARE

1. Make copies of the Do the Facts Hold Up worksheet, one per student.
2. Select a news story for students to research. (Depending on your angle for this topic, you may want to choose a real news story, a fake/questionable story, or both.) You also may allow them to choose their own news story. Note: In order to complete the worksheet, articles about an event are better than those about an ongoing issue.

### DO

1. Ask students how they determine whether information they find online is trustworthy.
2. Introduce the E.S.C.A.P.E. acronym by writing the six key concepts on the board or projecting the poster. Explain that considering even one of these six concepts can help determine whether information is reliable.
3. Explain that they will focus on evidence for this activity. Looking at evidence means digging into the facts in the story – key people, events, numbers, etc. – to see if they hold up.
4. Divide students into pairs, or allow them to work individually. Distribute a news story for them to research or give them 5 minutes to find their own. Have each group take 5 minutes to read and summarize the news story.
5. Then, give them 10-15 minutes to answer the questions in the left-hand column of the worksheet (what, when, where, why/how and who) for the original article.
6. Next, they should take 10-15 minutes to verify the original article's information. This is a tight timeline, but push groups to work quickly and broadly rather than getting bogged down. Emphasize the importance of finding additional sources that are independent from the original story.
7. Have groups/students share their findings. As a class, decide if the original story or stories is/are trustworthy and discuss the questions below.

### DISCUSS

1. After reading the story once, could you make a determination about the reliability of this story? Why or why not?
2. After attempting to verify the story, were you able to determine its reliability? Why or why not?
3. Which of the reporter's questions do you think is the most important to answer and verify in order to determine the story's reliability, and why?
4. Explain any outstanding questions you still have about the original source. Which of the other E.S.C.A.P.E. concepts would you want to investigate further to determine if it is trustworthy?

Name:

Date:

## Evidence: Do the Facts Hold Up?

Find a news story that is interesting to you and that includes answers to all six of the reporter’s questions (who, what, when, where, why and how).

<b>News story title:</b>	<b>Date:</b>
<b>Publication:</b>	
<b>Writer(s):</b>	
<b>Two-sentence summary:</b>	

Answer the following questions using your selected news story. Then verify (find a second source that supports) your answers, or explain why you can’t verify the fact(s).

<b>What:</b> What happened?	Can you verify this answer? (circle one) <b>YES / NO</b>
	If YES – Cite a source that confirms your answer.
	If NO – Cite a source that contradicts your answer.  How is the answer found in this source different?

<b>When:</b> When did it happen?	Can you verify this answer? (circle one) <b>YES / NO</b>
	If YES – Cite a source that confirms your answer.
	If NO – Cite a source that contradicts your answer.  How is the answer found in this source different?

Name:

Date:

<b>Where:</b> Where did it happen?	Can you verify this answer? (circle one) <b>YES / NO</b>
	If YES – Cite a source that confirms your answer.
	If NO – Cite a source that contradicts your answer.  How is the answer found in this source different?

<b>Why/How:</b> Why/how did this happen?	Can you verify this answer? (circle one) <b>YES / NO</b>
	If YES – Cite a source that confirms your answer.
	If NO – Cite a source that contradicts your answer.  How is the answer found in this source different?

<b>Who:</b> Name a key person in this story and describe their involvement.	Can you verify this answer? (circle one). <b>YES / NO</b>
	If YES – Cite a source that confirms your answer.
	If NO – Cite a source that contradicts your answer.  How is the answer found in this source different?

Based on your additional investigation, do you think the facts in this story hold up? <b>YES / NO</b> Explain:
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## Lesson Plan: Fighting Fake News

By Rachel Roberson

### Featured resources

[The Honest Truth About Fake News](#) (KQED's The Lowdown)

[Breaking News Consumer Handbook: Fake News Edition with printable](#) (WNYC's On the Media)

[Evaluating Evidence: The Cornerstone of Civic Online Reasoning](#) (Stanford University History Education Group study)



### Opening quick write prompt:

What are potential consequences when fake news goes viral? Do you think you could spot fake news or would you be fooled? Why or why not?

*A quick write allows students to write down their thoughts before discussing the opening question in order to increase participation and make the discussion more accessible to English Language Learners.*

### Objective

- Students will analyze the problems and potential consequences associated with the spread of fake news.
- Students will identify and evaluate ways to avoid fake news in social and academic settings.

### Essential Question and Lesson Context

**What happens when fake news spreads? What actions can I take to verify news stories, photographs and other sources of online information?**

Fake news is no longer a matter of the occasional hoax. There is growing evidence that fake news has the power to shape public opinion and even sway elections. As more Americans get their news online, it is increasingly vital that students know how to verify sources and spot fake news or images, which often appear indistinguishable from a reliable source. This lesson asks students to analyze the consequences of fake news and build the skills needed to question and verify what they view online.

### Key vocabulary

*Pre-teach key vocabulary before students do the activity, especially if you have English Language Learners. After going over the simple definition, consider providing a visual aid or having students draw one. More ideas for how to pre-teach vocabulary can be found [here](#).*

Word	Simple definition
Credible (adj.)	Believable based on evidence, convincing
Discern (v.)	To recognize or identify, to perceive something using your senses
Impressionable (adj.)	Easily influenced or persuaded
Prolific (adj.)	Producing a large amount of something
Teem (v.)	To be filled to overflowing, to be full of something

### Activity: Evaluating an online image

- Students share responses to the quick write. Do your students think they would be duped by fake news? Gauge students' prior knowledge of the issue and possible consequences.
  - If students aren't aware of possible consequences, quickly discuss recent fake news stories such as the Pope endorsing Trump. But don't share The Lowdown post or other resources yet!
- Show students the image of mutated daisies from a Stanford study which measured students' ability to evaluate online evidence. The image and exercise can be found on [page 16 of the executive summary](#).
- Students complete the Stanford study exercise OR show only the image and explain its source.
- **Ask or review the exercise:** Does this image provide strong evidence of conditions near the Fukushima plant? How do you know either way?
  - Primed by the topic, students may say the image is faked or altered. In fact, the image is not altered, [according to Snopes](#). The daisies really look like that.
  - Guide the students to the questions they should be asking themselves about the photo.
- Make a list of reasons why this image shouldn't be trusted to confirm Fukushima nuclear contamination. (*Ex: We don't know the photographer's credentials, there is no way of knowing if the daisies are near the power plant or if radiation caused the mutations or even if the photo was taken in Japan!*)

- Debrief the experience by revealing that less than 20% of the high school students in the study could fully evaluate the image or come up with the above list. Remind students that many fake images and news stories exist online. **Ask:** What will you do next time? What will you do every time?
- Individually or in small groups, students read [The Lowdown post on fake news](#) in order to answer those two questions and prepare for the following discussion.

## Discussion

- Explain at least two ways fake news could affect the results of future elections or may have affected the recent presidential election?
- What will you do next time? Every time? What are three ways you can verify articles and images to avoid being fooled by fake news?
- What can companies like Facebook and Snapchat do to stop users from spreading fake news? What can ordinary people do? What do you think would work, especially with younger users?

*Circle chats, small-group discussions and think-pair-share provide a safer space for students to practice speaking and listening, and also boost participation during whole-class discussions.*

## Extension activities

**Explore more exercises from [the Stanford study](#):** Along with the mutant daisy photo, two other exercises in the executive summary help students evaluate evidence online. The exercise given to college students, which draws on research methods used in middle and high school classrooms, could be especially powerful (are you smarter than a college student?) and lead to the kind of guided practice and reflection used in this lesson.

## Common Core standards

<a href="#">CCSS.ELA-Literacy.CCRA.R.1</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">CCSS.ELA-Literacy.CCRA.R.7</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">CCSS.ELA-Literacy.CCRA.R.8</a>	Delineate and evaluate argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

## Other Resources

The resources below are those that allow librarians, educators, and any others interested, some more insight into the media discussed throughout the toolkit. These include organizations actively working on the issue of news literacy, as well as online sources analyzing filter bubbles and social media considerations (including a fake tweet generator to show how easily a fake tweet is made). We also created a resource on the anatomy of a website, to address the confusion of news vs. opinion vs. ad, etc. Such resources could flow into the presentation if there's a desire to expand on a certain topic, but they can also be presented as useful tools for people to explore on their own.

### News Literacy Partners:

Often librarians would love to have a program featuring local experts on a particular topic, but aren't aware of who is out there or how to reach them. This is a list of local media contacts or organizations who could be good choices to contact for news literacy programs. Many of the individuals and organizations linked to in the list below have shown an interest in helping the project and working with news literacy. Note that each person will have their own requirements and specialties.

- List of Potential [News Literacy Partners](#)

### Other Resources:

- [Blue Feed, Red Feed](#)
- [Anatomy of a News Website](#)
- [Verifying Information from Tweets \(long blog post\)](#)
- [NLP: Checkology Virtual Classroom](#)
- [Knight Foundation: American Views – Trust, Media, and Democracy](#)
- [International Fact-Checking Network from Poynter](#)



# PLP News Literacy Partners & Planning Resources

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## Potential Educational & Media Education Partners

The Trust Project (Santa Clara University)

<http://www.thetrustproject.org/>

### **Sally Lehrman**

Director

Santa Clara University

(650) 728-8211

[slehrman.markkula@gmail.com](mailto:slehrman.markkula@gmail.com)

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San Jose State University School of Information

### **Ann Agee**

Sr. Assistant Librarian, University Library

School of Information Library Liaison

[ann.agee@sjsu.edu](mailto:ann.agee@sjsu.edu)

Background: Curator of SJSU library's fake news research guide:

<http://libguides.sjsu.edu/fake-news/help-my-news-is-fake>

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UC Berkeley Library

### **Corliss Lee**

UC Berkeley Librarian, creator and curator of Berkeley's guide to detecting fake news

<http://guides.lib.berkeley.edu/c.php?g=620677&p=4322330>

(510) 768-7899

[clee@library.berkeley.edu](mailto:clee@library.berkeley.edu)

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CSU East Bay

### **Andrew Carlos**

STEM/Web Services Librarian, creator of guide to alternative facts

510-885-2303

[andrew.carlos@csueastbay.edu](mailto:andrew.carlos@csueastbay.edu) <http://library.csueastbay.edu/altfacts>

[http://library.csueastbay.edu/prf.php?account\\_id=30954](http://library.csueastbay.edu/prf.php?account_id=30954)

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## Potential Educational & Media Education Partners (cont.)

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### San Francisco State University School of Journalism

#### **Jon Funabiki**

Professor, director of SFSU Lab for Media and Community

415-338-3162

[funabiki@sfsu.edu](mailto:funabiki@sfsu.edu)

#### **Laura Moorhead**

Professor, media literacy researcher, former writer at Wired

415-225-3363

[lauralm@sfsu.edu](mailto:lauralm@sfsu.edu)

[https://twitter.com/Laura\\_Moorhead](https://twitter.com/Laura_Moorhead)

#### **Gina Baleria**

Adjunct professor, lecturer

San Francisco State University / Santa Rosa Junior College / JFK University

(415) 338-1787

[gbaleria@santarosa.edu](mailto:gbaleria@santarosa.edu)

[gbaleria@sfsu.edu](mailto:gbaleria@sfsu.edu)

Background: Former director of JFK University's Convergence Journalism Program, reporter and producer with KCBS, KGO and the Commonwealth Club

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### Stanford School of Education (and Stanford History Education Group)

#### **Sam Wineburg**

Professor, co-author of news literacy study

(650) 725-4411

[wineburg@stanford.edu](mailto:wineburg@stanford.edu)

Admin: [rcorrea5@stanford.edu](mailto:rcorrea5@stanford.edu)

#### **Joel Breakstone**

Director of Stanford History Education Group

[breakstone@stanford.edu](mailto:breakstone@stanford.edu)

<https://sheg.stanford.edu/rh>

## Potential High School Level Partners

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### **Alison Liberatore**

Social Studies Teacher  
Burlingame High School  
(650) 558-2899 ex.5973

Background: Contributor to KQED, has developed news literacy lessons for her students

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### **Dan Belsky**

Programming/Robotics Teacher  
Roosevelt Middle School (Oakland)  
(510) 535-2877  
[daniel.belsky@ousd.org](mailto:daniel.belsky@ousd.org)

## Potential Local Media Partners

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### **KQED**

<http://www.kqed.org/>

Contact:

### **Rachel Roberson**

News Education Manager  
[rroberson@kqed.org](mailto:rroberson@kqed.org)  
(800) 723-3566

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### **Oakland Voices / Maynard Institute / Reveal**

Reveal: <https://www.revealnews.org>

Maynard: <https://www.mije.org/>

Contact:

### **Martin Reynolds**

Director of Reveal Investigative Fellowships, co-founder and executive director at Oakland Voices, senior fellow for strategic planning at Maynard Institute.

[mreynolds@revealnews.org](mailto:mreynolds@revealnews.org)

(510) 390-1779

## Potential Local Media Partners (cont.)

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### **Center for Investigative Reporting**

<https://www.revealnews.org/>

Contacts:

#### **Cole Goins**

Director of Community Engagement

[cgoins@revealnews.org](mailto:cgoins@revealnews.org)

(510) 982-2965

#### **Christa Scharfenberg**

Head of Studio

[cscharfenberg@revealnews.org](mailto:cscharfenberg@revealnews.org)

(510) 809-3171

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### **San Francisco State Xpress (Student Newspaper)**

#### **Kaylee Fagan**

City News Reporter - Creator of “The Fake News Watch”

(415) 338-2462

### **New America Media (ethnic media and youth media)**

#### **Sandy Close, Founder and E.D.**

[sclose@newamericamedia.org](mailto:sclose@newamericamedia.org)

(415) 503-4170

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## Organizations Supporting News Literacy

Oakland Voices

<http://www.oaklandvoices.us/>

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Maynard Institute

<http://www.mije.org/>

## Other Potential Resources

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### The News Literacy Project

<https://newslit.org>

A national education nonprofit offering nonpartisan, independent programs that teach students how to know what to believe in the digital age.

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### Newsela

[www.newsela.com](http://www.newsela.com)

Geared towards helping students experience curated digital reading by reading level.

Contacts:

#### **Jennifer Coogan**

148 Castro St. Suite B1 Mountain View, CA 94041

[jennifer.coogan@newsela.com](mailto:jennifer.coogan@newsela.com)

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### All Sides

<https://www.allsides.com/>

Their mission is to free people from the filter bubble so they can better understand the world and each other. This is geared towards students.

Contacts:

#### **John Gable**

Co-Founder, chief executive officer

# Anatomy of a News Website

## Headline

Read beyond the headline. Does the article support the title? Is the headline informative or inflammatory?

## Author/Publication Info

Who wrote the article? When was it published?

## Banner Advertisement

Some are obviously ads, or marked as ads. Others are designed to look like news content.

## Top Stories

Not related to the story you are reading, but popular posts from the site you are on. Not always native content.

## Related Posts

Other articles from the site you are on that have similar content, subjects, or "tags". Not necessarily current news. Look for publication dates.

## Clickbait Ads

Advertisements meant to look like news stories from the site you are on. Clicking will take you to a different website. Usually have sensational titles, vague or misleading images. Should not be considered a news source.

## San Francisco celebrates Year of the Dog with annual Chinese New Year Parade

By Ella Sogomonian

Published: February 24, 2018, 9:09 pm | Updated: February 24, 2018, 9:39 pm



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SAN FRANCISCO (KRON)—It's the Year of the Dog and revelers took to the streets of San Francisco to celebrate Saturday.

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