

DISSECTING FAKE NEWS: MEDIA LITERACY IN THE POST-TRUTH ERA

SUPERCONFERENCE 2017: SAMPLE RESOURCES LIST

To find these resources online, click on the links or simply type the headings below into Google. They will be one of the first, if not the first, result you see.

INFORMATIVE PDFs

1. News Coverage of the 2016 General Election: How the Press Failed the Voters (Shorestein)
2. Evaluating Information: The Cornerstone of Civic Online Reasoning (Stanford)
3. False, Misleading, Clickbait-y, and Satirical “News” Sources
4. The Ultimate Cheat Sheet for Critical Thinking: Global Digital Citizen Foundation

WEBSITES

1. Calling Bullshit: Data Reasoning for the Digital Age
2. Journalist’s resource: Fake news and the spread of misinformation
3. PBS, lesson plan, how to teach your students about fake news
4. BuzzFeed, This Analysis Shows How Viral Fake Election News Stories Outperformed Real News On Facebook
5. Edutopia, battling fake news in the classroom

VIDEOS (Which can be found by typing these titles into YouTube)

1. How false news can spread - Noah Tavlin
2. MediaOcracy
3. Native Advertising: Last Week Tonight with John Oliver
4. The Real Consequences of Fake News- Samantha Bee
5. Fake News: How A Partying Macedonian Teen Earns Thousands Publishing Lies | NBC News
6. Eli Pariser: Beware online "filter bubbles" | TED Talk

PODCASTS

1. WNYC- On the Media Podcast

FILMS

1. *Nobody Speak*, 2017, Netflix

INTERACTIVE GAME

1. <http://www.fakeittomakeitgame.com/>

SAMPLE ACTIVITIES

1. Give students a news story that cites a number of different articles to support its claim. Get students to trace the story all the way back to its original source to determine whether or not it is legitimate, and get them to present this process to the class, along with their findings. If you don't have access to a computer, provide a powerpoint presentation where you show them your experience going through this process via screenshots: visual aids are key.
Related links:
 - The New York Times: *How Fake News Goes Viral: A Case Study*
 - The New York Times: *An Exercise to Sift for Sources Amid a Blitz of Fake News*
 - Medium: *Russia's Fake "Electronic Bomb"*
2. Print off a number of articles, real and fake, and hand them out to students in groups or individually. Make them practice going through all the steps to identify whether or not it is real and fake, and make sure that they are comfortable arguing or presenting their evidence. It can be helpful to give them each an article before providing them with tips to assess how capable they are of figuring it out beforehand- draw on their pre-existing knowledge before handing them the information.
Related links:
 - MHHE: *Source Evaluation Tutor: CARS*
 - *All About Explorations: teacher's resources*
 - *Zapatopi: The Pacific Northwest Tree Octopus*
3. Drawing from the Stanford Executive Summary, use their handouts to see if students are able to distinguish between real news, fake news, and native advertising.