

Fake News: How to Examine a Web Site and Check it for Accuracy and Evaluate it for Biases.

Goal:

Fake News: How to teach students to critically evaluate the information that bombards them online, so they are not duped by false claims and misleading arguments.

Objectives:

Students will learn the negative effects of fake news on their daily lives.

Students will learn how to analyze fake news effectively and efficiently in order to weaken its power over students and society and also to give the students tools to analyze this phenomenon which is not completely recent.

Nebraska Standards 2019:

SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

SS 8.4.4.b Analyze the relationships among historical events in the United States and relevant contemporary issues.

SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

Anticipatory Set: View several web sites that are misleading or outright lies. Discuss how they are pretty easy to evaluate on face value. The other web sites we will look at shortly require more intensive evaluation.

Pre-activity: Look at several evaluation tools used by the UNO Library and other academic entities including CRAAP, ICE, PIE and CER. These are all valuable, but I will show some other tools later in the presentation.

Activity 1: Evaluating Wikipedia, is it as bad as everyone thinks or is it a pretty good place to start and use as a fact-checking tool? Write about your conclusions.

Activity 2: Examine two web sites as to how they present the issue of gun control. Which one is more reliable? Choose one of the web sites and explain why it is better in writing.

Activity 3: Web site reliability. We will examine a web site and see if it has ulterior motives and is not exactly what it appears to be. Investigate, evaluate and write your conclusions.

Activity 4: Is the evidence submitted credible? Investigate and respond in an essay.

Conclusion: Explain the SHEG methodology as well as an interesting method used by experienced fact checkers called lateral reading. Do you want to try out one of these methods in your future consumption of internet news?

Extensions:

OPS guide and lessons

<https://libguides.ops.org/c.php?g=70542&p=4324198>

Simulation game from Maine

<http://factitious.augamestudio.com/#/>

Resources:

<https://www.poynter.org/mediawise/>

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

<https://www.snopes.com>

https://stosselintheclassroom.org/videos/fake_news/

Wineburg, Sam and McGrew, Sarah, Lateral Reading: Reading Less and Learning More When Evaluating Digital Information (October 6, 2017). Stanford History Education Group Working Paper No. 2017-A1 . Available at SSRN: <https://ssrn.com/abstract=3048994> or <http://dx.doi.org/10.2139/ssrn.3048994>