

Oxbow 2019

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



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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 Social Studies 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.

Taco Bell
Liberty Bell
Hoax-April
1, 1996
Bozell
Advertising
in Omaha



TACO BELL BUYS THE LIBERTY BELL.

IN AN EFFORT TO HELP THE NATIONAL DEBT, TACO BELL IS PLEASED TO ANNOUNCE THAT WE HAVE AGREED TO PURCHASE THE LIBERTY BELL, ONE OF OUR COUNTRY'S MOST HISTORIC TREASURES.

IT WILL NOW BE CALLED THE "TACO LIBERTY BELL" AND WILL STILL BE ACCESSIBLE TO THE AMERICAN PUBLIC FOR VIEWING.

WHILE SOME MAY FIND THIS CONTROVERSIAL, WE HOPE OUR MOVE WILL PROMPT OTHER CORPORATIONS TO TAKE SIMILAR ACTION TO DO THEIR PART TO REDUCE THE COUNTRY'S DEBT.



Jackalopes Return to Yellowstone



https://geographyeducation.org/2017/03/31/jackalopes-return-to-yellowstone-ecosystem/?fbclid=IwAR0vB0FnPZFDc48WfeCS-NvGCemG7Ct_-ZFF_LpniOShz1EQipNsfHZKCMY

Jackalope Sighting in the Old Market



Save the Pacific Northwest Tree Octopus



ZAP! Home FAQ

Remember that all flying machines are impossible. —Lauri Razzini

Help Save The **ENDANGERED** PACIFIC NORTHWEST TREE OCTOPUS From **EXTINCTION!**

Information | **FAQs** | Sightings | Media | Activities

About The Pacific Northwest Tree Octopus

The Pacific Northwest tree octopus (*Octopus pearlboroii*) can be found in the temperate rainforests of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip,) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.

An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its ancestors originally evolved in the three dimensional environment of the sea have been put to good use in the spatially complex maze of the coniferous Olympic rainforests. The challenges and richness of this environment (and the intimate way in which it interacts with it,) may account for the tree octopus's advanced behavioral development. (Some evolutionary theorists suppose that "arboreal adaptation" is what laid the groundwork in primates for the evolution of the human mind.)

Reaching out with one of her eight arms, each covered in sensitive suckers, a tree octopus might use a branch to pull herself along in a form of locomotion called "brachidactylation" or she might be



Rare photo of the elusive tree octopus

Cephalopods

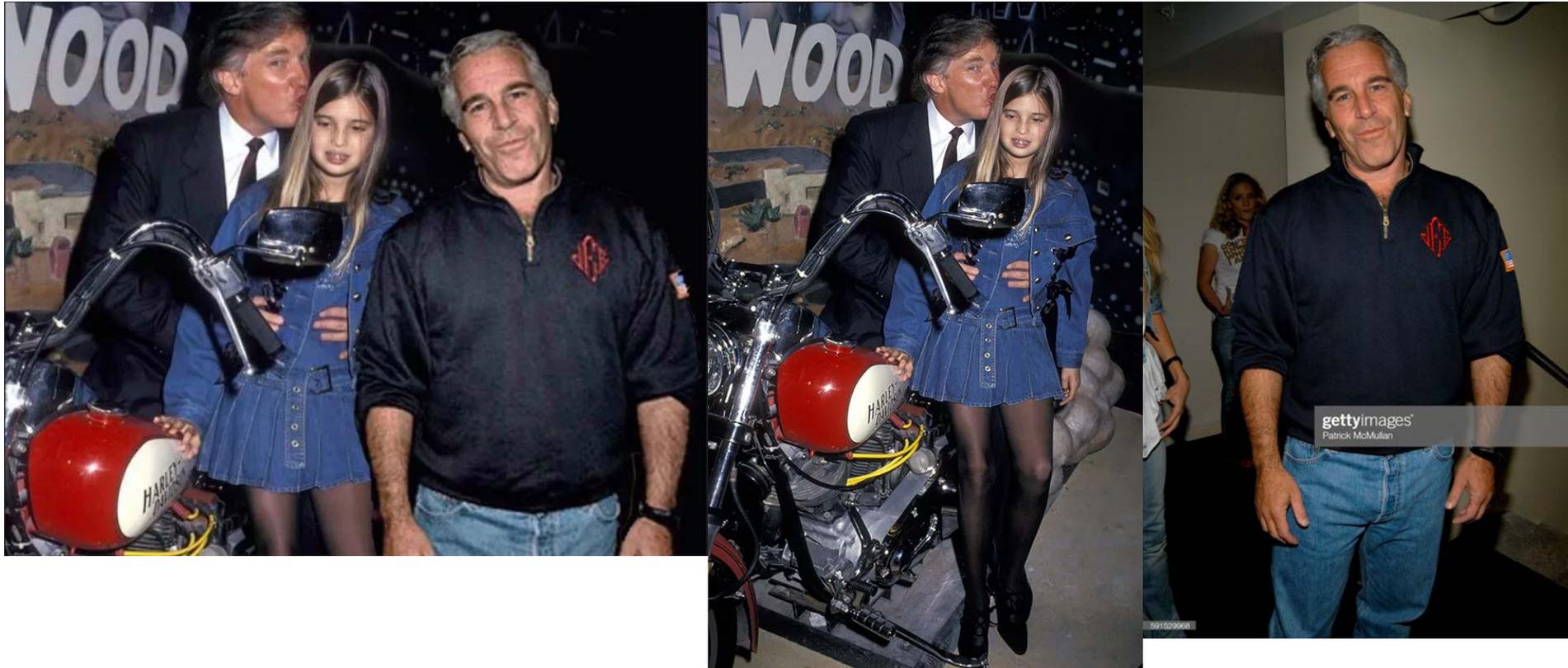
2012-04-11 Octopuses And Squids Are Damaged By Noise Pollution (Scientific American)

Not only can squids and octopuses sense sound, but as it turns out, these and other cephalopods might be harmed by growing noise pollution in our oceans — from sources such as offshore drilling, ship motors, sonar use and pile driving.

2012-04-11 The Octopus, The Mussel, And Why It Matters (Cartoon)

<https://zapatopi.net/treeoctopus/>

Donald Trump and Jeffrey Epstein



IS IT BIASED?

RECOGNIZING & ANALYZING BIAS

<p>WHO?</p>  <p>Who wrote and published the article?</p>	<ul style="list-style-type: none"> • Who benefits from this information? • Who have you also heard discuss this? • Who is this trying to appeal to? • Who else uses these terms/words?
<p>WHAT?</p>  <p>What is the purpose of the site?</p>	<ul style="list-style-type: none"> • What are the verifiable facts? • What do the language/images tell you about the author's opinion? • What does this make you feel?
<p>WHEN?</p>  <p>When would you use this language?</p>	<ul style="list-style-type: none"> • When is it useful to use this language? • When would you use this language? • When would you use this article as evidence?
<p>WHERE?</p>  <p>Where is this information coming from?</p>	<ul style="list-style-type: none"> • Where does the site get funding? • Where do they get evidence? • Where else do you see this story? • Where else is there language like this?
<p>WHY?</p>  <p>Why did this get published?</p>	<ul style="list-style-type: none"> • Why does the article use the images/language it does? • Why are people influenced by this? • Why is this relevant?

IS IT CRAAP?

EVALUATING WEB RESOURCES

<p>CURRENCY</p>  <p>Timeliness of the information</p>	<ul style="list-style-type: none"> • When was it published? • Has it been revised or updated? • Do you need current or historical information?
<p>RELEVANCE</p>  <p>Importance of the information</p>	<ul style="list-style-type: none"> • Does it relate to your topic? • Does it answer your question? • Would you be comfortable citing this source in your final project?
<p>AUTHORITY</p>  <p>Source of the information</p>	<ul style="list-style-type: none"> • Who is the author? • What are the author's credentials? • Is there contact or publisher information available?
<p>ACCURACY</p>  <p>Reliability and truthfulness of the information</p>	<ul style="list-style-type: none"> • Where does it come from? • Is it supported by evidence? • Can you verify any information in another source? • Any errors?
<p>PURPOSE</p>  <p>Reason the information exists</p>	<ul style="list-style-type: none"> • What is its purpose? • Do the authors make their intentions clear? • Is the point of view objective and impartial? • Is it biased?

HOW TO SPOT FAKE NEWS



CONSIDER THE SOURCE

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



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.



CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.



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.



ASK THE EXPERTS

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

I.C.E.



CITE SOURCES LIKE A PRO

I INTRODUCE your quotation.

Introducing your expert or source is important for readers because it shows the source is legitimate. In other words, if you are writing about a medical topic, it would make sense that you would gather information from medical journals, databases and medical professionals.

★ Using a signal phrase helps introduce your expert material into your sentences and paragraphs in a smooth and coherent way.

C CITE your quotation.

Citing your sources means that you have given credit to the **original author** or agency that wrote the material.

★ Follow this rule of thumb: "If in doubt, cite it."

★ What should be cited?

- ★ Cite anything that is quoted word for word directly from the original source.
- ★ Cite anything that is paraphrased from the original source.
- ★ Cite all tables, figures, maps, and etc.
- ★ Cite anything from electronic sources off the internet
- ★ Cite any interviews

★ Examples:

- ★ "By the year 2010, all automotive companies will be required to show evidence of alternative fuel vehicles in production" (Williams 20).

E EXPLAIN your quotation.

Tell your readers what the quotation/fact/data means with regard to your topic and how they relate to your thesis statement.

★ **Key thought: Why is this important and what does it have to do with my main point?**

Designed by: Jen London, Scribner Middle School

Source: <http://www.district196.org/rhs/library/paragraph.htm>

Other Evaluation tools from class

MR. MCDANIEL -- SOCIAL STUDIES

P.I.E. Writing

We use the P.I.E. Method for writing responses to essay questions

P = Purpose, Point

I = Information, Evidence

E = Explain, Elaboration

PROMPT:

How can power directly and indirectly cause conflict, specifically, the American Revolutionary War?

The P.I.E. Paragraph:

P=Point	What is the point of each paragraph? What claim is being made? Often, the point is the TOPIC SENTENCE.
I=Information	How is the point supported with specific data, experiences, or other factual material? The information is the evidence used to support/develop the point.
E=Explanation	What does the provided information mean? The explanation is the writer's analysis, elaboration, evaluation of the point and information given, connecting the information with the point (topic sentence) and the thesis.

Your response should include information from the power activity we did in class, script, informational text, and primary source text

Another method:

CER Writing

C  **Claim** **A BOLD STATEMENT THAT ANSWERS THE QUESTION POSED**

E  **Evidence** **EXPERIMENTAL DATA AND RESEARCH USED TO SUPPORT THE CLAIM**

R  **Reasoning** **EXPLAINS HOW THE EVIDENCE SUPPORTS THE CLAIM**

CCSS.ELA-LITERACY.W.7.1.A: INTRODUCE CLAIM(S), ACKNOWLEDGE ALTERNATE OR OPPOSING CLAIMS, AND ORGANIZE THE REASONS AND EVIDENCE LOGICALLY.

Activity 1: Wikipedia article on GW Bush

https://en.wikipedia.org/wiki/George_W._Bush



The image is a screenshot of the English Wikipedia page for George W. Bush. At the top left is the Wikipedia logo and the text "WIKIPEDIA The Free Encyclopedia". Below it is a navigation menu with links like "Main page", "Contents", "Featured content", etc. The main content area has a title "George W. Bush" and a sub-header "From Wikipedia, the free encyclopedia". Below this is a disclaimer: "This article is about the 43rd President of the United States. For his father, the 41st President, see George H. W. Bush. For the American settler, see George Washington Bush." The main text begins with "George Walker Bush (born July 6, 1946) is an American politician who served as the 43rd President of the United States from 2001 to 2009." To the right of the text is a portrait of George W. Bush in a suit and tie, with an American flag in the background. Below the portrait is a caption: "George W. Bush" and "43rd President of the United States". At the top right of the page, there are links for "Not logged in", "Talk", "Contributions", "Create account", and "Log in". There is also a search bar and a "View source" link.

- How trustworthy do you think this article is? Explain.

Activity 2: Webpage Comparison



TEN MYTHS ABOUT GUN CONTROL

Table of Contents

- MYTH 1 -- Public opinion polls
- MYTH 2 -- The purpose of a handgun
- MYTH 3 -- Armed citizens don't deter crime
- MYTH 4 -- Licensing and registration
- MYTH 5 -- Foreign gun control works
- MYTH 6 -- Crimes of passion and guns
- MYTH 7 -- Semi-autos should be banned
- MYTH 8 -- No 'right' to own a gun
- MYTH 9 -- Concealed carry laws are dangerous
- MYTH 10 -- Gun control reduces crime

Ten Myths About Gun Control

"We will never fully solve our nation's horrific problem of gun violence unless we ban the manufacture and sale of handguns and semi-automatic assault weapons." --USA Today, December 29, 1993

"Why should America adopt a policy of near-zero tolerance for private gun ownership? .. (W)ho can still argue compellingly that Americans can be trusted to handle guns safely? We think the time has come for Americans to tell the truth about guns. They are not for us, we cannot handle them." --Los Angeles Times, December 28, 1993

These editorial opinions expressed by two of the nations most widely read newspapers represent the absolute extreme in the firearms controversy: that no citizen can be trusted to own a firearm. It is the product of a series of myths which--through incessant repetition--have been mistaken for truth. These myths are being exploited to generate fear and mistrust of the 60-65 million decent and responsible Americans who own firearms. Yet, as this document proves, none of these myths will stand up under the cold light of fact.

MYTH 1: *"The majority of Americans favor strict new additional federal gun controls."*

Polls can be slanted by carefully worded questions to achieve any desired outcome. It is a fact that most people do not know what laws currently exist; thus, it is meaningless to assert that

Which of these two webpages do you think is a better place to start your research?

<http://people.duke.edu/~gnsmith/articles/myths.htm>

Activity 2: Webpage Comparison



The screenshot shows a web browser window displaying the Wikipedia page for "Gun politics in the United States". The browser's address bar shows the URL: https://en.wikipedia.org/wiki/Gun_politics_in_the_United_States. The page features the Wikipedia logo, a navigation menu on the left, and the main article content. A prominent notice at the top of the article states: "This article may **lend undue weight** to Gary Kleck. Please help improve it by rewriting it in a **balanced fashion** that contextualizes different points of view. (June 2019) (Learn how and when to remove this template message)". The article text discusses the ideological divide in gun ownership, the Second Amendment, and the impact of gun regulations. A sidebar on the right lists "Firearm legal topics of the United States of America" and "Amendment II".

- Which of these two webpages do you think is a better place to start your research?
- https://en.wikipedia.org/wiki/Gun_politics_in_the_United_States

Activity 3: Website Reliability

- You are researching children's health and come across this website: <http://www.acped.org/>. Please decide if this website is a trustworthy source of information on children's health. You can open a new tab and do an Internet search if you want. Take about 5 minutes to complete this task.
- Is this website a trustworthy source to learn about children's health?
- Explain your answer, citing evidence from the webpages you used. Be sure to provide the URLs to the webpages you cite.

Activity 3: Website Reliability



The screenshot shows a web browser window with the URL <https://www.acpeds.org>. The page features the American College of Pediatricians logo, which includes a circular emblem with a sun and children, and the text "AMERICAN COLLEGE OF PEDIATRICIANS* Best for Children". Navigation links include "Health Professionals", "Parents", "The College Speaks", and "About Us". A prominent blue button labeled "Learn More" is positioned below the main heading. To the right, a photograph shows three children participating in a tug-of-war competition. At the bottom of the page, a search bar is visible with the placeholder text "Enter search keywords".

Website Reliability | Stanford His x American College of Pediatricians x Copy of Webpage Comparison - x +

← → ↻ 🔒 <https://www.acpeds.org> ☆

[Dues/Donations](#) [Blog](#) | [Member Login](#)

 AMERICAN COLLEGE OF PEDIATRICIANS*
Best for Children

[Health Professionals](#) [Parents](#) [The College Speaks](#) [About Us](#)

Lead Your Child to Good Health!

Teach good sleep habits, get your child outside, practice healthful family eating, model an active lifestyle, be involved, protect your child's mind, discipline your child, turn the television off, and monitor your child's activities.

[Learn More](#)

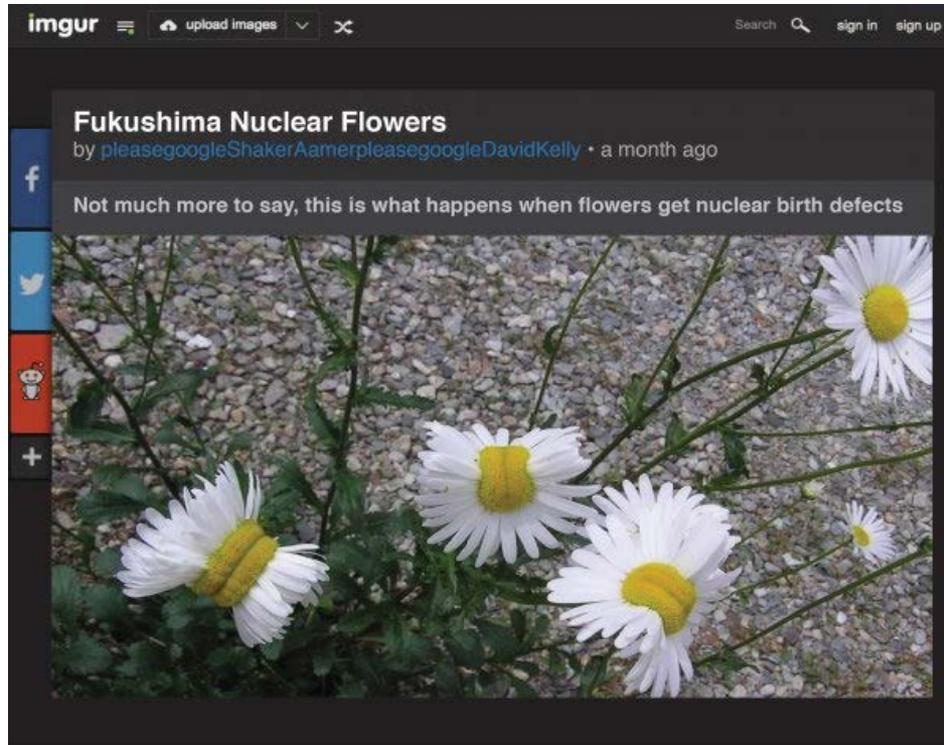


The American College of Pediatricians is a national organization of pediatricians and other healthcare professionals dedicated to the health and well-being of children. The College produces sound policy based upon the best available research to assist parents

Search

Enter search keywords

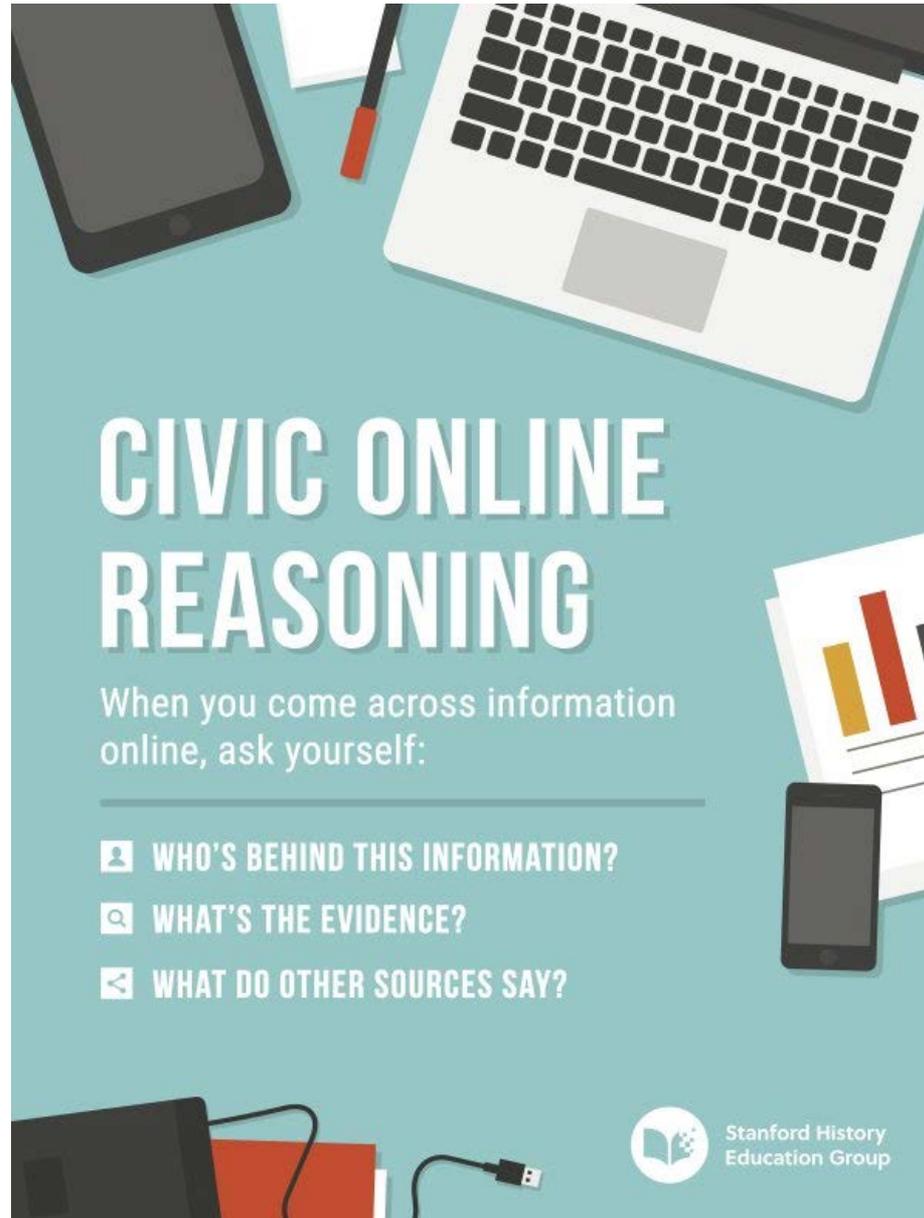
Activity 4: Evaluating Evidence



On March 11, 2011, there was a large nuclear disaster at the Fukushima Daiichi Nuclear Power Plant in Japan. This image was posted on Imgur, a photo sharing website, in July 2015.

Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant? Explain your reasoning.

SHEG's Method



CIVIC ONLINE REASONING

When you come across information online, ask yourself:

-  **WHO'S BEHIND THIS INFORMATION?**
-  **WHAT'S THE EVIDENCE?**
-  **WHAT DO OTHER SOURCES SAY?**

 Stanford History Education Group

Lateral Reading

- Historians and students often fell victim to easily manipulated features of websites, such as official-looking logos and domain names. They read vertically, staying within a website to evaluate its reliability.
- In contrast, fact checkers read laterally, leaving a site after a quick scan and opening up new browser tabs in order to judge the credibility of the original site.
- Compared to the other groups, fact checkers arrived at more warranted conclusions in a fraction of the time.

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>

"The problem with quotes on the Internet is that it is hard to verify their authenticity."

~ Abraham Lincoln (source: the Internet)

