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.

<table>
<thead>
<tr>
<th>General Programming:</th>
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**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.

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<th>Library Literacy and Immigrant Services:</th>
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**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.
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.

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**
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 its 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 new 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.
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?

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

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
The changing media landscape

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

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
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.

Advertising changes also change journalism

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
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

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.

News and (mis)information

When it comes to news, it’s not as simple as “real” and “fake”

"Something that can be proven true"

— April Brown,
PBS NewsHour Coordinating Producer
**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**

<table>
<thead>
<tr>
<th>News</th>
<th>Advertising</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about current events or topics of interest.</td>
<td>Content that promotes a product or service</td>
<td>Programs that increasingly mix news and humor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opinion &amp; Analysis</th>
<th>Advocacy</th>
<th>Social Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal point of view provided by an expert or qualified analyst.</td>
<td>Content that argues in favor of a cause or policy</td>
<td>A mix of content shared by friends, family and those “you follow”</td>
</tr>
</tbody>
</table>

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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
### Types of misinformation

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clickbait</td>
<td>Inflammatory headlines and images, often used to generate web traffic or make money</td>
</tr>
<tr>
<td>Propaganda</td>
<td>Information used to influence opinion or promote a political belief</td>
</tr>
<tr>
<td>Hoaxes</td>
<td>Fully fabricated content but meant to be believed.</td>
</tr>
</tbody>
</table>

### 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?

### Becoming a thoughtful consumer of news

How you can dig deeper into the news

**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?
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.

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?
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.
IS IT A JOKE?

Some satire sites to be familiar with:
- The Onion
- Clickhole
- Borowitz Report
- Daily Currant
- Daily Squib
- Reductress

Using search tools is a good way to verify if a story is correct.

- Use Google and fact-checkers such as...
  - Snopes
    http://www.snopes.com
  - Politifact
    http://www.politifact.com
  - FactCheck.org
    http://factcheck.org/

THINGS TO CONSIDER

What the library provides
Accessing news sources and research tools through the library
Setting up your own news feed

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

Researching news stories

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

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**.

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

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

‘Other than at the Thanksgiving dinner table’

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

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

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

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

(insert host library url & announcements about any other resources/programming you want to promote).
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 Advertisements**
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.
Thinking of sharing that news article? Before you do, can you answer "Yes" to all of these questions?

1. **Is It Real?**
   - Is the source legitimate? Do the facts hold up?

2. **Is It Well-Made?**
   - Is it calm, clear, neat, and free of mistakes or exaggerated emotions (like ALL CAP WORDS!!!)

3. **Is It Supported by Facts?**
   - Does it include statistics, studies, expert analysis, or other evidence to support the arguments?

4. **Is It Unbiased?**
   - 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/
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
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.
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.
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.
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?
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.

With thanks to www.FactCheck.org
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
- 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:

Go to News Source(s)
PBS  Daily Journal  *Flipboard
CNN  SF Chronicle  CBN
NYT  Huff Post  KPR
WSJ  MSN  Politico
XPR  Alternet  Common Dreams

What device
Mobile  Tablet  Laptop
TV major  Radio major
What majority
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:

Story: https://www.buzzfeed.com/kassycho/make-them-billionaires-buy-their-album?utm_term=.vuvXJmgXZN#.cmv4kMP4qe
"A shark swimming in the street in Puerto Rico after #HurricaneIrene hit."

pic.twitter.com/J7yDR4f

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.

Giant Sinkhole!

Story:
https://www.atlasobscura.com/places/the-great-guatemalan-sinkhole
Trump 100% photoshopped his hand bigger for this picture hanging in the white house, which is the most embarassing thing I've ever seen

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)

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)

Articles and Video

- **How to Choose News** (video) from TedEd [teded.ted.com/lessons/how-to-choose-your-news-damon-brown](http://teded.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 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)

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.
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=w2kDAVP1aALwkQA](http://www.politifact.com/sponsored/?prx_t=w2kDAVP1aALwkQA)

- **Opinion:**
  - *Missing: Criminal Justice Data*

- Satire:
  - God Particle found in New Jersey
### 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!

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVERTISING</strong></td>
<td><strong>CLICKBAIT</strong></td>
</tr>
<tr>
<td>content that promotes a product or service</td>
<td>Inflammatory headlines and images, often used to generate web traffic or make money</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAKE NEWS</strong></td>
<td><strong>HIGH-QUALITY NEWS</strong></td>
</tr>
<tr>
<td>Hoaxes - Fully fabricated but meant to be believed</td>
<td>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</td>
</tr>
<tr>
<td>Partial/Poor Quality News - inaccurate, misleading, deceptive, or out of context</td>
<td></td>
</tr>
<tr>
<td>Biased News - Based in truth, but interpreted in a highly partisan manner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL OPINION</strong></td>
<td><strong>SATIRE</strong></td>
</tr>
<tr>
<td>Personal point of view provided by an expert or qualified analyst</td>
<td>uses irony, exaggeration or humor to ridicule or criticize</td>
</tr>
</tbody>
</table>
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.
Inspired by Vanessa Otero's Media Chart.

News Quality Grid

Complex/Analytical

Meets High Standards

Journalistic Quality

Sensational or Clickbait

Partisan Bias

Left

Liberal

Conservative

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

"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 Pagelle 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.

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 mistakes.
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 20% of votes.

High-profile journalists Ernesto Montana 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 included 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 surfaced 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.
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)

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.
Write Your Own News • Created March 28, 2018• oaklandlibrary.org
<table>
<thead>
<tr>
<th>FAKE NEWS ALERT</th>
<th>FAKE NEWS ALERT</th>
</tr>
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<tbody>
<tr>
<td>This news is fake because:</td>
<td>This news is fake because:</td>
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<tbody>
<tr>
<td>This news is fake because:</td>
<td>This news is fake because:</td>
</tr>
</tbody>
</table>
PHOTOSHOP OR NOT?

Has this photo been given the photoshop treatment?
The photo editors at Vanity Fair used multiple photos to create this composite image, leaving Oprah with an extra hand. Awkward!

Misleading News Crossword

Complete the crossword below:

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

<table>
<thead>
<tr>
<th>Historical Reading Skills</th>
<th>Questions</th>
<th>Students should be able to . . .</th>
<th>Prompts</th>
</tr>
</thead>
</table>
| **Sourcing**              | • Who wrote this?  
• What is the author’s perspective?  
• When was it written?  
• Where was it written?  
• Why was it written?  
• Is it reliable? Why? Why not? | • Identify the author’s position on the historical event  
• Identify and evaluate the author’s purpose in producing the document  
• Hypothesize what the author will say before reading the document  
• Evaluate the source’s trustworthiness by considering genre, audience, and purpose | • The author probably believes . . .  
• I think the audience is . . .  
• Based on the source information, I think the author might . . .  
• I do/don’t trust this document because . . . |
| **Contextualization**     | • When and where was the document created?  
• What was different then? What was the same?  
• How might the circumstances in which the document was created affect its content? | • Understand how context/background information influences the content of the document  
• Recognize that documents are products of particular points in time | • Based on the background information, I understand this document differently because . . .  
• The author might have been influenced by _____ (historical context) . . .  
• This document might not give me the whole picture because . . . |
| **Corroboration**         | • What do other documents say?  
• Do the documents agree? If not, why?  
• What are other possible documents?  
• What documents are most reliable? | • Establish what is probable by comparing documents to each other  
• Recognize disparities between accounts | • The author agrees/disagrees with . . .  
• These documents all agree/disagree about . . .  
• Another document to consider might be . . . |
| **Close Reading**         | • What claims does the author make?  
• What evidence does the author use?  
• What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?  
• How does the document’s language indicate the author’s perspective? | • Identify the author’s claims about an event  
• Evaluate the evidence and reasoning the author uses to support claims  
• Evaluate author’s word choice; understand that language is used deliberately | • I think the author chose these words in order to . . .  
• The author is trying to convince me . . .  
• The author claims . . .  
• The evidence used to support the author’s claims is . . . |
Evaluating News: Good, Bad, Totally Fake?

Get Started:

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- 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:

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- Does it seem too good or too outrageous to be true?
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Your Notes Here:

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

- Are there stereotypes?
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- Does it uphold journalism standards and ethics? (See: 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)

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 to Identify Fake News** from Indiana University [http://ue.libguides.com/c.php?g=595482&p=4119773](http://ue.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)

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. Curriculum and handouts created by Amy Sonnie, Emily Weak, and Christine Ianieri, Oakland Public Library.
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

January 18, 2017
jwasterlain@santaclaraca.gov

What we are covering tonight

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

Why are we talking about this?

• 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

WHAT IS “FAKE NEWS”
If only it was this simple...

Types of fake news

- 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

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?
Do you get news through social media?

- 62% of adults get news on social media

Where do you get your online news?

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

How many places do you get news from?

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

Fake news thrives in these conditions

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

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

TECHNOLOGY IS UNLIKELY TO SAVE US
You are smarter than an algorithm!

What social media companies are doing

- 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

HOW TO SPOT FAKE NEWS
Check the source news organization

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

What’s the difference?

Check the author

• 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?
Read beyond the headline

- 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

When was it written?

- 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 it’s been used before)

Check the content

- 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.

Is it satire?

- 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)
Who else is reporting the story?

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

How does the article make you feel?

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

Does this play into your political beliefs?

- 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.

Use fact checkers

- Factcheck.org
- Politifact.com
- Snopes.com
YOU EXPECT US TO DO ALL THIS?

Umm… no, probably not.

HOW TO FIGHT AGAINST FAKE NEWS

Do your part!

• 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)

Support legitimate journalism

• 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
Thank you for coming

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

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)

- 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 information (Merriam-Webster Dictionary online)

- Website for Student Reporting Labs Lesson 2.3: https://studentreportinglabs.org/resource/lesson-23-facts-and-opinions/

Exercise: Spot the Facts and Opinions

- Exercise using this article: http://downloads.bbc.co.uk/skillswise/english/en06opin/factsheet/en06opin-l1-f-fact-opinion-and-news.pdf
- More on Fact and Opinion from BBC Skillwise: http://www.bbc.co.uk/skillswise/topic/fact-or-opinion/resources/l1

Article Source: http://news.bbc.co.uk/2/hi/south_asia/4626857.stm

What is Fake News?

- HOW DO YOU DEFINE IT?

Image Source: http://www.clipartpanda.com/clipart_images/a-person-thinking-34648739
‘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.”

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

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.


‘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.”


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.”


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.”

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.’"

"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

Bias and Information Behavior

Media Bias

Confirmation Bias

○ The Echo Chamber
○ Filter Bubbles
○ Satisficing
○ Information Overload
○ Information Avoidance
○ Repetition theory

Role of Social Media

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.

Fry said:

I thought they looked like they were at a wedding with the dresses they were wearing, and the dresses sure looked expensive.

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

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


SHEG Study (Stanford History Education Group, November 22, 2016) Evaluating Information: The Essentials of Civic Online Reasoning. Executive Summary.

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

CONSIDER THE SOURCE

- 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 sound similar to another site or organization? Be aware of “.cafe” and “.shop” endings.
CONSIDER THE SOURCE

martinlutherking.org vs. www.thekingcenter.org

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.
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


Note: Image source on next slide

Some Satire Sites to be familiar with:
- The Onion
- Clickhole
- Borowitz Report
- Daily Currant
- Daily Squib
- Reductress

Fact-checking sites:
- Snopes: http://www.snopes.com
- Politifact: http://www.politifact.com/
- FactCheck.org http://factcheck.org/
- *AllSides.com: https://www.allsides.com/

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

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

- Refine your Google Searches
  https://support.google.com/websearch/answer/2466437?hl=en
- Add a word like hoax, fake, bias to your search
- Google Reverse Image Search
  https://support.google.com/websearch/answer/132389?hl=en
- Wikipedia 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/

Refine Your Google Searches, a few examples

- Include related in front of url, to search for related sites.

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/
Exercise: Differing Views of the Same News

February 23-24, 2017 Repeal of Obamacare

February 23, Breitbart Blue State Blues

February 23, Fox News Politics

February 23, National Review

February 23, NY Times (online)

February 24, 2017, VICE.com
https://www.vice.com/en_us/article/obamacare-repeal-is-turning-into-a-big-hot-mess

News Resources @BPL

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

Check out these books

https://burlingame.bibliocommons.com/item/show/2533903076_deciding_whats_true


Check out these library guides

Getting your Info Lit (by Elaine Tai)
https://burlingame.bibliocommons.com/list/share/319266177_etai221/838916377_getting_your_info_lit

Real Fake or Somewhere in Between Topic Guide
https://burlingame.bibliocommons.com/list/share/417879887_pimalib_stephaniem/897069337_real,_fake_or_somewhere_in_between_evaluating_the_news

Reading the Facts, Fact-Checking Topic Guide
https://burlingame.bibliocommons.com/list/share/150468461_mpllibbbc/877904717_reading_the_quotfactsquot_fact-checking_organizations

Key Government Information Sources

Statistical Abstract of the United States
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://www.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, FastData
https://www.cdc.gov/nchs/fastats/health

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

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)

Laws: United States Code via GPO

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

End of Term Web Archive
http://presarchive.usita.org/
Government Information: Disappearing Docs???
Let's go WayBack!

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


"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

Government Information: Disappearing Data???

https://www.datarefuge.org

Government Information: Disappearing Data???


Very little data has actually disappeared.
Government (mis-)Information

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!

Thank You!

Please fill out a feedback form!

Contact BPL
True vs fake news

HOW TO TELL THE DIFFERENCE

SOUTH SAN FRANCISCO PUBLIC LIBRARY

Where does chocolate milk come from?

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
Highly partisan news

Clickbait
9 Out Of 10 Americans Are Completely Wrong About This Mind-Blowing Fact (wealth distribution)

Some Strange Things Are Happening To Astronauts Returning To Earth (perspective gained from looking back at Earth)
Satire

Bodybuilder Can’t Believe He Forgot To Develop Right Arm

Pranks

Hillary Clinton Found Dead?
A headlines prank article spreads misinformation about the former Secretary of State.

Conspiracy Theories

Clinton Body Bags
Decades-old political rumor claims Bill Clinton allegedly did away with several citizens people who possessed incriminating evidence about him.

Who makes “fake news”?
There are 30 websites in 6 languages that enable anyone to create & spread their own fake news story on Facebook.

Coca-Cola Recalls Dasani Water After Clear Parasite Worm Was Found In Bottles Across U.S.

How Russian Propaganda Spread From a Parody Website to Fox News

Total Facebook Engagements for Top 20 Election Stories
Impacts of Fake News

Conspiracy Theorist Alex Jones Apologizes For Promoting ‘Pizzagate’

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

New policies
Technology solutions

Google search for "Dassani water bottle recall parasite"

Dassani Products Recalled Due to 'Clear Parasite'? - Snopes.com
www.snopes.com/loisriver/dassani-clear-parasite/

Yes. Dassani announced a recall of Dassani water products after a clear parasite was found in bottles across the United States.

Facebook post about a false news story.

It goes against my views

It advocates violence or harm to a person or animal

Recommends ignoring news sources, or animal abuse.

See more options

Technology solutions

Fake News Alert

OpenSources

B.S. Detector

A browser extension that alerts users to unreliable news sources.
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 Zemel, FactCheck.org, New York Times
<table>
<thead>
<tr>
<th>Cognitive Bias</th>
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<tbody>
<tr>
<td>Your own</td>
<td>Media</td>
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<td>Others you know</td>
<td>Politicians</td>
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<td>Employees</td>
<td>Internet Companies</td>
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<tr>
<td>Your social media account</td>
<td>State media</td>
</tr>
<tr>
<td>Conspiracy Theorists</td>
<td>Establishment / Deep state</td>
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</tbody>
</table>
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?

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.
Conspiracy Theories
And how they spread on the internet
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 Winiker: What makes a hero?
Alex Jones and False Flags

Our hearts go out to those that are hurt or killed #Boston marathon, but this thing stinks to high heaven #falseflag

Chipper Jones and False Flags

So the FBI comes out and confirms that Sandy Hook was a hoax! Where is the outrage? What else are we being lied to about? Waco? JFK? Pfft...

Contemporary theories – The Clintons

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

Fake News

BREAKING: “Tens of thousands” of fraudulent Clinton votes found in Ohio warehouse
Seth Rich & His Family

Conspiracy!

The Investigators

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

Source: CNN

The Casa de Mami is a conspiracy theory for
considering that is "evil" this is a day of the week.
So we've proven right again.

Hannity

Russian Embassy, UK

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

Hannity

Kim Dotcom

I know Seth Rich. I know he was the @WikiLeaks source. I was involved.

You are the witness? Can you explain that in more detail?

Follow @KimDotcom
Hannity

@SavanNairn3 @KimDotcom

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

rted and comprehensive repop of FACTS, whchRich twitter comp's policies allow.

11,481 18,051
542 PM -21 May 2017

Statement on coverage of Seth Rich murder investigation

On May 18, 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 our standards and has been removed.

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

CHILLING SIMILARITIES BETWEEN SETH RICH MURDER AND CLINTON BODY COUNT VICTIMS

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

1. **Is It Real?**
   - Is the source legitimate? Do the facts hold up?

2. **Is It Well-Made?**
   - Is it calm, clear, neat, and free of mistakes or exaggerated emotions (like ALL CAP WORDS!!!!)

3. **Is It Supported by Facts?**
   - Does it include statistics, studies, expert analysis, or other evidence to support the arguments?

4. **Is It Unbiased?**
   - 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.
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?
# 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.

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

<table>
<thead>
<tr>
<th><strong>Publication</strong></th>
<th><strong>Writer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there an About Page? (circle one): <strong>YES / NO</strong></td>
<td>Is there a bio or info page? (circle one): <strong>YES / NO</strong></td>
</tr>
<tr>
<td>If so, summarize the information.</td>
<td>If so, summarize the information.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Is there a parent company that owns the publication or another organization that funds it? If so, name it here.</td>
<td>Can you contact the writer via email or social media? (If yes, write their email or handle(s) here.)</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What advertisements are on the page? Do any seem linked to suspicious products or services?</td>
<td>Does the writer have an active social media account(s)? How often do they post? Are their posts professional?</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do a search for the publication’s name and list two additional facts about it: 1.</td>
<td>Have they written other stories for the same publication or other publications? List two examples of their work: 1. 2.</td>
</tr>
</tbody>
</table>
Write one reason to trust this publication, if any. | Write one reason to trust this writer, if any.
---|---

Write one reason **not** to trust this publication, if any. | Write one reason **not** 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.

**Source #1** name and description (if unnamed, write anonymous): | **Source #2** 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?
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).

<table>
<thead>
<tr>
<th>News story title:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication:</td>
<td></td>
</tr>
<tr>
<td>Writer(s):</td>
<td></td>
</tr>
<tr>
<td>Two-sentence summary:</td>
<td></td>
</tr>
</tbody>
</table>

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).

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

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

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

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

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

By Rachel Roberson

Featured resources

The Honest Truth About Fake News (KQED’s The Lowdown)


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.
### 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!)*

---

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

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.CCRA.R.1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.CCRA.R.7</td>
<td>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.CCRA.R.8</td>
<td>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.</td>
</tr>
</tbody>
</table>
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
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

San Jose State University School of Information
Ann Agee
Sr. Assistant Librarian, University Library
School of Information Library Liaison
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

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

CSU East Bay
Andrew Carlos
STEM/Web Services Librarian, creator of guide to alternative facts
510-885-2303
andrew.carlos@csueastbay.edu http://library.csueastbay.edu/altfacts
http://library.csueastbay.edu/prf.php?account_id=30954
San Francisco State University School of Journalism

**Jon Funabiki**  
Professor, director of SFSU Lab for Media and Community  
415-338-3162  
funabiki@sfsu.edu

**Laura Moorhead**  
Professor, media literacy researcher, former writer at Wired  
415-225-3363  
lauralm@sfsu.edu  
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  
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  
Admin: rcorrea5@stanford.edu

**Joel Breakstone**  
Director of Stanford History Education Group  
breakstone@stanford.edu  
https://sheg.stanford.edu/rlh
Potential High School Level Partners

**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

**Dan Belsky**  
Programming/Robotics Teacher  
Roosevelt Middle School (Oakland)  
(510) 535-2877  
daniel.belsky@ousd.org

Potential Local Media Partners

**KQED**  
http://www.kqed.org/

Contact:  
**Rachel Roberson**  
News Education Manager  
rroberson@kqed.org  
(800) 723-3566

**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  
(510) 390-1779
Potential Local Media Partners (cont.)

Center for Investigative Reporting
https://www.revealnews.org/

Contacts:
Cole Goins
Director of Community Engagement
cgoins@revealnews.org
(510) 982-2965

Christa Scharfenberg
Head of Studio
cscharfenberg@revealnews.org
(510) 809-3171

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
(415) 503-4170

Organizations Supporting News Literacy

Oakland Voices
http://www.oaklandvoices.us/

Maynard Institute
http://www.mije.org/
Other Potential Resources

The News Literacy Project
https://newslit.org
A national education nonprofit offering nonparisan, independent programs that teach students how to know what to believe in the digital age.

Newsela
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

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.