Lesson 2: Misinformation

**Time Needed:** 1-2 class periods depending on the activity options you choose

**Materials:** (optional but recommended)
- Web Activity link found on the teacher web page for this lesson
- Student internet access -OR- a classroom computer and projector with internet access

**Handouts:**
- Reading (4 pages; class set)
- Practice Activity (2 pages; class set)
- Web Activity (3 pages; class set)
- Independent Investigation (2 pages; class set)

**Objectives:** Students will be able to...
- Define and identify “fake” news and other news-related types of misinformation
- Analyze false claims
- Fact-check information using fact-checking sites, triangulation, and internet searches
- Use a variety of strategies to verify both information and images

**Step by Step**

- **ANTICIPATE** by asking students how they would define “fake news.” What counts as fake? What doesn’t? What other kinds of misinformation are they aware of? Have they come across misinformation online? What form did it take? Discuss briefly.

- **DISTRIBUTE** the reading to the class.

- **READ** with the class, pausing to discuss. Alternatively, have students read in groups or independently.

- **DISTRIBUTE** the Practice Activity and review the directions as appropriate.

- **ALLOW** students time to complete the Practice Activity.

- **DISCUSS** the answers with the class for a deeper analysis of the material.

**WEB ACTIVITY** *(individually or whole class)*

- **ARRANGE** for student online access -OR- set up a computer and projector in your classroom.

- **COPY** the Web Activity student access link so you can send students there if they are working individually. If you’re using this as a whole-class activity, be sure to follow the student access link to access the slides.

- **DISTRIBUTE** the Web Activity handout to the class.

  - **WHOLE CLASS:**
    - **PROJECT** the Web Activity. Follow the link on each slide and read or analyze the website material as a class. Discuss answers to the questions on the slide and have students fill out their handouts as you work through the activity slides together.

  - **INDIVIDUAL:**
    - **ASSIGN** students to complete the web activity and handout independently or in pairs.

**INDEPENDENT INVESTIGATION** *(optional)*

- **ARRANGE** for student online access.

- **DISTRIBUTE** the Independent Investigation handout and review instructions as appropriate.

- **ASSIGN** students to complete the investigation individually or in pairs.

- **DISCUSS** what students found and the answers they came up with.
One day after a large explosion in a U.S. city five states away from you, the FBI has confirmed that a bomb caused the explosion. Twenty-three people are confirmed dead, five are missing, and over ninety are injured. A massive search is underway for two female suspects. On Facebook, your aunt Lucy is feeling “shocked” by an article that claims the suspects have been arrested for attempted bombings in three other cities but were released each time. Wow. Seriously? You click the link.

**Lies, Lies, Lies, Yeah**

They’re gonna get you—if you don’t know what to look for. Misinformation can range from actual lies, where someone is spreading untruths on purpose, to simple mistakes that get fixed with a published correction. In the world of legitimate news organizations, flat-out lies are rare. There will be mistakes sometimes, and people being interviewed might lie or skew the facts, but reliable news outlets work hard to maintain their reputation.

You’ve heard the saying that trust takes years to build and moments to break? Legitimate news providers know they risk losing their audience if they break trust by deliberately spreading misinformation. But there’s an internet full of disreputable “news” sites that don’t share this concern.

**Markers of Unreliability**

<table>
<thead>
<tr>
<th>Law Enforcement FAIL! A Real Complete News Exclusive!</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two women suspected in yesterday’s bombing have tried to blow up cities at least three times before. Real Complete News has obtained credible information from law enforcement sources that these same women were arrested for attempted bombings in New York, Miami, and San Francisco. News reports from those cities reveal that each time, they were released on a technicality. “They knew this was coming,” a source in Miami told RCN. “These women slipped through the system, but nobody cared.”</td>
</tr>
</tbody>
</table>

Who wouldn’t be shocked? You, hopefully. In Lesson 1, you learned to identify markers of standards-based reporting that included verification, transparency, and accountability. Those markers are missing here. Instead, you can see the author’s flaky attempt to sound legitimate without giving you any actual information. (Hint: If they have to tell you the info is credible, it probably isn’t.)

- Who are these “law enforcement sources”? What agency are they with? Why aren’t their names being used? How are they in a position to know anything?
- And then there are the “news reports.” What publication made the reports? When? What was the nature of the “technicality”?
- As for the “source” in Miami, there’s no information about that person at all. It could have been some random guy out walking his dog. More likely, it was a fictional source made up by the author.

Reliable news outlets answer the question “How do we know?” throughout their reports. Unreliable providers also answer that question, but they don’t do a very good job. They may throw in some generic-sounding sources, like in the example above, that don’t include details, or they may include just enough detail that a lot of people won’t question it. Some unreliable news sites post their own version of stories from more reputable sites, but without the transparency—and without the accuracy. They usually link to the original source, but will most people click to check?
Breaking: Fake News is Fake

Just like fake diamonds or fake fruit, “fake” news looks like the real thing—but it isn’t. It’s made-up information that someone has packaged to look like legitimate news. Actual “fake” news isn’t just misleading. It’s full-on fiction. If you tried to validate the info in a fake news article, you’d find out it isn’t true. If you tried to verify that people actually said what a fake news article claims they said, you’d find out they either never said those things or they were talking about something else entirely. Writers of fake news manufacture interviews, quotes, sources, statistics, videos, images—anything you’d normally expect to find in a news article.

Here are some common tricks along with real-life examples of stories based on them:

- **Photos or videos that have been digitally altered.**
  A fake news article showed a photo of President Trump on a golf course wearing white pants—and a gross, brown stain on his rear end. Was it diarrhea, like the article claimed? Nope. Just mad photo-editing skills.

- **Real photos used as evidence of a false claim.**
  A photo claimed to show federal law enforcement agents serving a warrant at the Obamas’ house in 2017. The photo actually showed agents serving a warrant on a gang member in Chicago. The photo was lifted from the Chicago Tribune.

- **Fake quotes attributed to real people.**
  Don’t believe every meme you see. A meme has been circulating for years quoting Alaska Governor Sarah Palin as saying people with Lyme disease should stop eating limes. She never said that.

- **Fake social media posts.**
  Screenshot someone’s real post, photo-edit the text so it says something else, and boom: Texas Senator Ted Cruz is tweeting a threat to deport Beyoncé.

- **Made-up stuff.**
  After President Trump nominated then-Judge Neil Gorsuch to the U.S. Supreme Court, one website reported that the eight justices on the Court at the time had written a letter opposing Gorsuch’s nomination. That never happened.

- **Fictional organizations.**
  In early 2017, some people created a website and posed as a fake company claiming to be in the business of hiring protesters to appear at protest rallies. Before the hoax was uncovered, multiple news sites had run stories about the company’s business and inflamed a lot of public outrage.

- **Junk science.**
  Will putting an onion on your foot remove toxins from your body? Legitimate scientific research suggests onions might possibly have benefits if you put them in your body (specifically, in your stomach), but not on it.

- **Twisted Facts.**
  In 2017, black students at Harvard decided to hold an extra graduation ceremony. A disreputable site picked up this info and reported that Harvard was segregating its official graduation ceremony. (What??? If something sounds unbelievable, it probably is.)

- **Conspiracy theories.**
  Tread carefully here, because people who believe in secret plots and government cover-ups really, really believe them. But did the U.S. government actually fake the 1969 moon landing or plan the 9/11 attacks? No.

Some of these stories are pranks, like April Fools’ Day stories. Some of them are hoaxes designed to fool people for other reasons, usually because a site’s owner can make a lot of money when people get shocked or outraged and share the stories. The site’s traffic spikes—along with the number of people clicking on ads when they visit the site to read the fake story. These disreputable sites benefit from the fact that lots of people don’t know how to distinguish legitimate news from bogus stories.
Fun with False Claims

That night, you check in with the evening news to catch up on the latest about the bombing. They show a clip of a well-known politician speaking at a large rally in support of bombing survivors. “We deserve a safer, more secure America!” she declares. “The federal government does not even regulate the most common explosive materials. If we want real justice for the victims of this terrible attack, that needs to change.”

Explosive materials not regulated? That’s outrageous! At least, it would be... if it were true. In fact, the federal government regulates a long list of explosive materials. What it does not regulate (yet) is many of the “precursor” materials that can be put together to make a bomb. That’s because these materials tend to be really common things that are widely used for other purposes, like hydrogen peroxide.

The sad truth is, we’ve come to expect that politicians aren’t always telling it like it is. A false claim is a statement that something is true when it isn’t, and politicians make them pretty regularly. It may not be on purpose—politicians are busy people who rely on their staff to research issues and put together a summary of the facts. But politicians are in the business of gathering support for their ideas, and sometimes they try to do that with attention-getting statements that aren’t completely factual. Often they either exaggerate the facts or oversimplify complex information to the point where it’s no longer accurate. It’s also common for politicians to cherry-pick details out of complex reports or scientific studies and use those details to support their position, even though the details are misleading without the rest of the report.

Headline Hyperbole

Hyperbole is a really big exaggeration that’s used for effect and isn’t meant to be taken literally. But people don’t always realize that, and disreputable sites count on people being shocked enough to click on crazy-outrageous headlines. You’ve probably seen headlines about Jaw-Dropping News You WILL NOT BELIEVE!!! (Hint: If the headline says you “won’t believe” something in the story, you probably shouldn’t.)

Headlines don’t have to be foaming at the mouth in order to be problematic. Sometimes, headlines are just a little misleading in order to make the story sound more interesting. No harm, no foul, right? Wrong. A lot of people skim the headlines to see what’s going on and don’t actually read the articles, so they’re getting their information from the headlines alone. If a headline is misleading, it doesn’t matter what the article says—the person skimming the headlines now believes something that isn’t true. News organizations that practice ethical, standards-driven journalism make sure their headlines summarize the story accurately.

Mad Skeptic Skills

The hard truth is, if you don’t want to get played by misinformation, it’s up to you to protect yourself. There are a lot of ways to verify information, but you won’t even get that far if you don’t question the info that comes your way to begin with. Healthy skepticism means being willing to question information even when you really want it to be true, but not being so skeptical that you cross into cynicism and generally distrust everything. You can develop a healthy skepticism by asking yourself about the evidence behind information you’re given. Is it convincing? Is it verifiable? Is it enough? Is anything missing? If news seems too good or too bad to be true, it probably is. Your first line of defense against misinformation is common sense.
Fact-Checking Sites

Beyond healthy skepticism, the main skill that will keep you from getting fooled by misinformation is fact-checking. Part of this skill is knowing and using fact-checking websites. These sites verify everything from stories to quotes to information cited by public figures to the oh-so-adorable world’s tiniest cat. Reputable fact-checking sites are transparent about the methodology they use to verify information, so you should be able to find a page on their site describing their fact-checking process. Different sites focus on different types of news or information, so it helps to have several options. Duke University maintains a list of fact-checking websites around the world at reporterslab.org/fact-checking.

Triangulation

Another fact-checking trick is to triangulate information by cross-checking among several well-known, traditional news providers. Why well-known and traditional? Because those news outlets usually follow journalistic standards, and they’re multi-million-dollar companies that can’t afford to be seen as unreliable. You can triangulate all kinds of things: Did that politician really say those words? Did that awful thing really happen last night? Did the economy really improve by that much? The easiest way to triangulate is to run a quick internet search: Type in bombing suspects arrested three times and look at which other news providers are reporting that story. Rule of thumb: If you don’t see any of the big players covering it, there’s a good chance the story is bogus.

Internet Sleuthing

You can also do your own fact-checking, which involves being a little more clever and resourceful. Imagine you’re watching the news and someone being interviewed says, “Three-fourths of all successful bombers make at least one failed attempt before they finally succeed.” Where did that statistic come from? [Disclaimer: We made this one up.] You’d turn to the internet and search for something like “percentage of bombers who make one failed attempt” or “bomber success rate statistics.” In this case, your goal would be to find out where that statistic originally came from, so you would not be looking for news stories. You’d be looking for the original source, like a research study or a law enforcement agency like the FBI. You won’t always succeed—if it were that easy, every news outlet would pounce on every statistic—but many times, you’ll discover both the answer and other helpful information.

Reputation Matters

So, should we all be fact-checking every moment of our lives? Thankfully, no. Here’s why: Some news organizations have better reputations than others, which mainly has to do with how seriously they take journalism standards and ethics. If you know a news organization follows standards of journalism, then you’re probably safe having some faith in their methods and sources. Of course, that doesn’t mean you should blindly trust everything they report. It just means you’re probably safe accepting the information for now, realizing that stories can change as new information comes to light. Being aware of a news organization’s reputation can help you decide how much weight you feel comfortable giving to the information you get from them.
**Information Investigation.** This diagram shows one way of categorizing the different kinds of unreliable information you may come across out in the wild world of news:

Source: FirstDraftNews.com

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**FIRST DRAFT**

**7 TYPES OF MIS- AND DISINFORMATION**

- **Satire or Parody**: No intention to cause harm but has potential to fool
- **Misleading Content**: Misleading use of information to frame an issue or individual
- **Imposter Content**: When genuine sources are impersonated
- **Fabricated Content**: New content is 100% false, designed to deceive and do harm
- **False Connection**: When headlines, visuals or captions don’t support the content
- **False Context**: When genuine content is shared with false contextual information
- **Manipulated Content**: When genuine information or imagery is manipulated to deceive

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Credit: Claire Wardle, First Draft Strategy and Research Director

For each real-life example below, first use the chart to identify the types of misinformation involved. List all the types on the line. (Some have only one; others have more.) Next, find evidence in the example for each category you listed. Draw an arrow from each category to the evidence and underline the text you point to. Finally, in the box, write a phrase you could use as an internet search string to verify the story.

**EXAMPLE 1:**
A website published a false story claiming that police had killed a 3-year-old during a shootout with armed felons. The photo with the story was traced to an actual shooting in a different city where police had shot and killed a man two years earlier. The website calls itself a “prank” site where users can fool their friends with fake stories.

List the types: ____________________________________________

Write your search string: ______________________________

**EXAMPLE 2:**
During President Trump’s overseas trip in early 2017, a viral video showed him reaching for his wife’s hand and Melania apparently slapping his hand away. After the two visited Pope Francis, the late-night television show Jimmy Kimmel Live made fun of the perceived hand-slap by making a video showing the Pope slapping Trump’s hand away.

List the types: ____________________________________________

Write your search string: ______________________________
EXAMPLE 3:
After a man shot several people at a Republican baseball team practice, the New York Times published an editorial about politics as a motivation behind mass shootings. The editorial suggested a relationship between the shooting of Rep. Gabby Giffords in 2011 and a graphic issued by Sarah Palin’s political action committee that showed “crosshairs” on Democratic districts Republicans hoped to regain in the next election, including Giffords’ district. There is no evidence that the graphic influenced the man who shot Rep. Giffords, and the NYT published a correction.

List the types:

Write your search string:

EXAMPLE 4:
On the day that President Trump withdrew the U.S. from the Paris Climate Accord, FOXNews.com’s home page ran the headline, “Wall Street hits record highs after Trump pulls out of Climate pact.” If you clicked the link, the headline on the article’s page read, “Wall Street hits record highs as economy seen accelerating.” The article did not mention Trump or the Paris agreement.

List the types:

Write your search string:

EXAMPLE 5:
After a gunman killed nine people in Oregon, several websites claimed CNN altered the shooter’s photo to make him look white. (He identified as mixed race.) Side-by-side images of the shooter’s real and altered photo were circulated, and one site created a video that added the altered photo to actual CNN coverage of the shooting.

List the types:

Write your search string:

EXAMPLE 6:
There’s a meme on the internet showing Senator Jeff Flake saying, “We can’t rely on solar power because we can’t tell people they will not have lights during the night.” The meme appeared after a town hall meeting where Flake responded to a constituent who argued utility companies should switch to solar power. Flake said we haven’t yet developed utility-scale batteries that can power cities at night. He said that means we can’t just “go to solar tomorrow” because “you can’t tell people we’re gonna turn off your power at night because the sun isn’t shining.”

List the types:

Write your search string:
**Web Activity**

**Slide 1: Confused?**

1. How does the Pew survey define “fake”?

2. Why is it difficult to accurately measure how much fake news people actually see?

3. According to this poll, 64% of people think fake news causes confusion, yet 84% of people are somewhat or very confident that they can spot fake news. What do you think could explain this?

**Slide 2: False Claim (Conservative Edition)**

1. At the time of the article, what agency did Scott Pruitt lead?

2. Based on your own knowledge, which branch of government is this agency a part of?

3. What was Pruitt’s false claim?

4. What was wrong? What’s the correct info?

5. Explain where Pruitt’s numbers appear to have come from.

6. The Trump administration has been supportive of the coal industry. How might this claim have benefited the administration if it were true?

**Slide 3: False Claim (Liberal Edition)**

7. At the time of the article, who was Jill Stein?

8. What was Stein’s false claim?

9. What was misleading about the claim? What would be a more accurate claim, according to scientists?

10. Members of both the Green Party and the Democratic Party consider global warming a serious issue. How might Stein’s claim have benefited her campaign if it were true?
**Web Activity p.2**

**Slide 4: Telltale Tip-offs**
1. In the video, how did they use the internet to help figure out what the photo shows?

2. If you spotted a phone number on a sign in a photo, how could that help you?

3. Definition of geolocation:

4. Why would searching for info about a vehicle’s license plate not be reliable when there’s only one vehicle in the photo?

5. One useful kind of clue not specifically mentioned in the article:

**Slide 5: Déjà Vu All Over Again**
1. How do you get an online image’s URL (address)?

2. If a few search results said Somalia, in addition to results that said Mali, how could you determine which location was correct?

**Slide 6: An Eye for Photos**
1. Date of the oldest version of the photo:

2. Three examples of how people have changed this photo:
   - ______________________
   - ______________________
   - ______________________

3. What happens when you click “compare match”? How can you compare the two images?
SLIDE 7: GET IT RIGHT—CORRECTLY

1. Three (3) words that best describe the fact-checkers’ code of principles and how they’re relevant:

<table>
<thead>
<tr>
<th>WORD</th>
<th>HOW IT’S RELEVANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The basic, three-step process for becoming a signatory to the code of principles:

   Step 1

   Step 2

   Step 3

3. Explain what the evaluators are looking for in an organization’s application:

4. Who are the evaluators? What do you think it means that they are “external”?

5. Look at the list of verified signatories. Do you see any names you recognize? Write them here:

   ___________________________  ___________________________
   ___________________________  ___________________________
# Internet Investigation

Open Snopes.com, FactCheck.org, and Politifact.com in separate tabs in your internet browser.

1. **Go to each site’s “About” page.**

<table>
<thead>
<tr>
<th>How did the site get started?</th>
<th>Snopes</th>
<th>FactCheck.org</th>
<th>Politifact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who runs the site?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Find where each site describes its process or methodology. List two (2) things that all three sites have in common about how they verify information.**

   1. 
   2. 

3. **Take a look around each site and explain what makes each site unique. How are they different from each other?**

<table>
<thead>
<tr>
<th>How makes the site unique</th>
<th>Snopes</th>
<th>FactCheck.org</th>
<th>Politifact</th>
</tr>
</thead>
</table>
4. Go to the home page of each site. Choose one story from each site (make sure they're all different). Fill in the table below.

<table>
<thead>
<tr>
<th>Snopes</th>
<th>FactCheck.org</th>
<th>PolitiFact</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's being checked?</td>
<td>What's being checked?</td>
<td>What's being checked?</td>
</tr>
<tr>
<td>Overall, how true or false is it?</td>
<td>Overall, how true or false is it?</td>
<td>Overall, how true or false is it?</td>
</tr>
<tr>
<td>- True</td>
<td>- True</td>
<td>- True</td>
</tr>
<tr>
<td>- Partly True, Partly False</td>
<td>- Partly True, Partly False</td>
<td>- Partly True, Partly False</td>
</tr>
<tr>
<td>- False</td>
<td>- False</td>
<td>- False</td>
</tr>
<tr>
<td>Describe one fact-checking method used:</td>
<td>Describe one fact-checking method used:</td>
<td>Describe one fact-checking method used:</td>
</tr>
<tr>
<td>Describe the type of misinformation involved:</td>
<td>Describe the type of misinformation involved:</td>
<td>Describe the type of misinformation involved:</td>
</tr>
<tr>
<td>Was any part true? If so, what?</td>
<td>Was any part true? If so, what?</td>
<td>Was any part true? If so, what?</td>
</tr>
</tbody>
</table>
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**EXAMPLE 1:**
A website published a false story claiming that police had killed a 3-year-old during a shootout with armed felons. The photo with the story was traced to an actual shooting in a different city where police had shot and killed a man two years earlier. The website calls itself a “prank” site where users can fool their friends with fake stories.

List the types: **Fabricated content; False context**

Write your search string: **police kill 3-year-old during shootout**

Note: These search string answers are just examples. Students may come up with different search strings, or you may have different suggestions for them. Our intent is to show students they can search what’s being claimed in order to verify it.

**EXAMPLE 2:**
During President Trump’s overseas trip in early 2017, a viral video showed him reaching for his wife’s hand and Melania apparently slapping his hand away. After the two visited Pope Francis, the late-night television show Jimmy Kimmel Live made fun of the perceived hand-slap by making a video showing the Pope slapping Trump’s hand away.

List the types: **Satire or parody**

Write your search string: **Pope slap Trump’s hand away**

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**TEACHER GUIDE**
EXAMPLE 3:
After a man shot several people at a Republican baseball team practice, the New York Times published an editorial about politics as a motivation behind mass shootings. The editorial suggested a relationship between the shooting of Rep. Gabby Giffords in 2011 and a graphic issued by Sarah Palin’s political action committee that showed “crosshairs” on Democratic districts Republicans hoped to regain in the next election, including Giffords’ district. There is no evidence that the graphic influenced the man who shot Rep. Giffords, and the NYT published a correction.

List the types: Misleading content

Write your search string: 

EXAMPLE 4:
On the day that President Trump withdrew the U.S. from the Paris Climate Accord, FOXNews.com’s home page ran the headline, “Wall Street hits record highs after Trump pulls out of Climate pact.” If you clicked the link, the headline on the article’s page read, “Wall Street hits record highs as economy seen accelerating.” The article did not mention Trump or the Paris agreement.

List the types: False connection

Write your search string: reason for Wall Street record highs

EXAMPLE 5:
After a gunman killed nine people in Oregon, several websites claimed CNN altered the shooter’s photo to make him look white. (He identified as mixed race.) Side-by-side images of the shooter’s real and altered photo were circulated, and one site created a video that added the altered photo to actual CNN coverage of the shooting.

List the types: Manipulated content; Imposter content; Fabricated content

Write your search string: CNN change Oregon shooter’s photo

EXAMPLE 6:
There’s a meme on the internet showing Senator Jeff Flake saying, “We can’t rely on solar power because we can’t tell people they will not have lights during the night.” The meme appeared after a town hall meeting where Flake responded to a constituent who argued utility companies should switch to solar power. Flake said we haven’t yet developed utility-scale batteries that can power cities at night. He said that means we can’t just “go to solar tomorrow” because “you can’t tell people we’re gonna turn off your power at night because the sun isn’t shining.”

List the types: Misleading content and/or False context [students may also mention manipulated content]

Write your search string: Jeff Flake “can’t rely on solar power” / Jeff Flake solar power quote

Note: This example involves misquoting and taking words out of context in order to make it sound like Flake thought solar power doesn’t work at night.
WEB ACTIVITY

SLIDE 1: CONFUSED?

1. How does the Pew survey define “fake”?
   "Completely made-up news"

2. Why is it difficult to accurately measure how much fake news people actually see?
   They might not recognize fake stories, or they might mistake real stories for false ones.

3. According to this poll, 64% of people think fake news causes confusion, yet 84% of people are somewhat or very confident that they can spot fake news. What do you think could explain this?
   Answers will vary, but students may speculate that people tend to think they themselves are not confused while worrying everyone else is.

SLIDE 2: FALSE CLAIM (CONSERVATIVE EDITION)

1. At the time of the article, what agency did Scott Pruitt lead?
   Environmental Protection Agency

2. Based on your own knowledge, which branch of government is this agency a part of?
   Executive

3. What was Pruitt’s false claim?
   That the coal sector had added 7,000 jobs in May 2017 and "almost 50,000 jobs" since the fourth quarter of 2016.

4. What was wrong? What’s the correct info?
   The Bureau of Labor Statistics reported 400 coal mining jobs in May and 1,300 since the 4th Q.

5. Explain where Pruitt’s numbers appear to have come from.
   The BLS figures for ALL mining jobs was 7,000 in May and 47,000 since October 2016.

6. The Trump administration has been supportive of the coal industry. How might this claim have benefited the administration, if it were true?
   Answers will vary, but students may say these numbers would have been good news for the coal industry during the time frame since Trump was elected president.

SLIDE 3: FALSE CLAIM (LIBERAL EDITION)

7. At the time of the article, who was Jill Stein?
   She was the Green party candidate for president.

8. What was Stein’s false claim?
   She said that in fifty years, global warming would cause sea levels to rise "not one yard but many yards."

9. What was misleading about the claim? What would be a more accurate claim, according to scientists?
   The claim was based on a research study that said sea levels could rise several meters "over a timescale of 50-150 years." The researchers thought several meters in 50 years was unlikely. Scientists in general predict a rise of around 1 yard or slightly over in 50 years.

10. Many people consider global warming a serious issue. How might Stein’s claim have benefited her campaign if it were true?
    Answers will vary, but students may say the claim could have alarmed people into voting for Stein because of Green party’s strong stance on the global warming issue.
**WEB ACTIVITY P.2**

**SLIDE 4: TELLTALE TIP-OFFS**

1. In the video, how did they use the internet to help figure out what the photo shows?

   Answers will vary, but students should explain that they looked for clues that could tell them something about what they were looking at (soldiers; expensive aircraft; U.S. Flag) and then they used those conclusions as the basis of an internet search.

2. If you spotted a phone number on a sign in a photo, how could that help you?

   You could do a search for the number or area code to see the location where the number is assigned.

3. Definition of geolocation:

   **Geolocation is using the internet to find something’s location.**

4. Why would searching for info about a vehicle’s license plate not be reliable when there’s only one vehicle in the photo?

   That one car could have been added to the photo.

5. One useful kind of clue not specifically mentioned in the article:

   Accept any reasonable answer.

**SLIDE 5: DÉJÀ VU ALL OVER AGAIN**

1. How do you get an online image’s URL (address)?

   Right-click on the image and choose from the menu.

2. If a few search results said Somalia, in addition to results that said Mali, how could you determine which location was correct?

   Look at which websites are reporting which location. Are the sites well-known and reliable?

**SLIDE 6: AN EYE FOR PHOTOS**

1. Date of the oldest version of the photo:

   May 29, 2011 (answer could change)

2. Three examples of how people have changed this photo: (these are just a few)

   - added hearts/changed coloring
   - added to a collage
   - made into meme w/ different background
   - made into a drawing

3. What happens when you click “compare match”? How can you compare the two images?

   A popup appears, and you can click the “Switch” button to quickly switch back and forth between the two versions.
SLIDE 7: GET IT RIGHT—CORRECTLY

1. Three (3) words that best describe the fact-checkers’ code of principles and how they’re relevant:

<table>
<thead>
<tr>
<th>WORD</th>
<th>HOW IT’S RELEVANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accept any reasonable answer</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

2. The basic, three-step process for becoming a signatory to the code of principles:

   Step 1  Step 2  Step 3
   Fill out an application  Application gets evaluated  If approved, the organization gets verification status.

3. Explain what the evaluators are looking for in an organization’s application:

   They’re checking to see how well the applicant follows the code of principles.

4. Who are the evaluators? What do you think it means that they are “external”?

   The evaluators are experts in journalism and fact-checking. “External” means they are outside of the IFCN organization. They don’t work for IFCN.

5. Look at the list of verified signatories. Do you see any names you recognize? Write them here:

   Answers will vary, but FactCheck.org, PolitiFact, and Snopes are all on the list.