Oklahoma Alliance for Geographic Education

Teacher Training | Curriculum Development | Outreach Programs | and More!

You're so Fake!

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Grade Level: 7th

Purpose/Overview:

Students will be able to distinguish between what is real news and fake news.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:

Standard 6: How culture and experience influence people's perceptions of places and regions.

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.	7.1 The student will analyze data from a geographic perspective using the skills and tools of geography.
1. Cite specific geographic information to support analysis from primary sources and secondary sources located in texts, documents, newspapers, magazines journals, political cartoons, and online news sources.	7.1.1 Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

Geographic Themes:

Movement

Objectives:

1. Students will understand what "fake news" is and identify strategies for differentiating between real and fake news.
2. Students will reflect on their own experiences with and preferences of their news sources.

Materials:

1. Computer/Smart board or LCD Projector
2. "You're So Fake" PowerPoint
3. YouTube Video: "How to Choose Your News"
4. Sources Reliability Worksheet
5. "What I Learned" Worksheet

Time Frame: 1-2 days

OKAGE LESSON PLAN TEMPLATE (V-15)

You're So Fake!

Procedures:

1. Bring up the "You're So Fake" PowerPoint.
2. Click on the slide 5 "What is News?" Have students write down their definition their worksheet.
3. Select students to share their definition.
4. Click on the slide to reveal the definition.
5. Advance to slide 6 "What is Fake News?" and have students write down their answer on their worksheet.
6. Select students to share their definition.
7. Click on the slide to reveal definition
8. Advance to slide 7 "Where do you get your news?" Have students write down their answers on their worksheet.
9. Select students to share their definition.
10. Click on the slide to reveal statistics.
11. Advance to the next slide (8) and click on the picture to watch the video "How to Choose Your News."
12. Have students take notes from video on their worksheet 13. Advance to slide 9 and discuss how to tell the difference.
14. Advance to slide 10 and discuss "who should you trust"
15. Advance to slide 11 and reinforce ways to spot fake news. 16. Pass out the "What I Learned "Worksheet and have students fill it out.

Assessment Options:

The assessment will be the student PowerPoint worksheet and "What I Learned" worksheet.

Extension and Enrichment/Simplification:

Using the Sources Reliability worksheet, have students check out the reliability of news websites.

Resources: https://www.scholastic.com/teachers/blog-posts/john-depasquale/2017/Tackling-Fake-News--Strategiesfor-Teaching-Media-Literacy/
https://www.adl.org/education/educator-resources/lesson-plans/fake-news-and-what-we-can-do-about-it
http://www.factcheck.org/2016/11/how-to-spot-fake-news/
https://learning.blogs.nytimes.com/2015/10/02/skills-and-strategies-fake-news-vs-real-news-determiningthe-reliability-of-sources/?_r=0
https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown
http://www.wnyc.org/story/breaking-news-consumer-handbook-fake-news-edition/
https://twitter.com/nicholasgwynne/status/834408732977045504
https://mediabiasfactcheck.com/methodology/ https://www.ifla.org/publications/node/11174

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