

The College at Brockport: State University of New York

Digital Commons @Brockport

Education and Human Development Master's
Theses

Education and Human Development

Fall 12-6-2019

The Truth Still Matters: Teaching Information Literacy to Combat Fake News and Alternative Facts

Alexander Mulroy

The College at Brockport, amulr2@brockport.edu

Follow this and additional works at: https://digitalcommons.brockport.edu/ehd_theses



Part of the [Curriculum and Instruction Commons](#), [Language and Literacy Education Commons](#), and the [Secondary Education Commons](#)

To learn more about our programs visit: <http://www.brockport.edu/ehd/>

Repository Citation

Mulroy, Alexander, "The Truth Still Matters: Teaching Information Literacy to Combat Fake News and Alternative Facts" (2019). *Education and Human Development Master's Theses*. 1227.

https://digitalcommons.brockport.edu/ehd_theses/1227

This Thesis is brought to you for free and open access by the Education and Human Development at Digital Commons @Brockport. It has been accepted for inclusion in Education and Human Development Master's Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact ccowling@brockport.edu, digitalcommons@brockport.edu.

THE TRUTH STILL MATTERS:
Teaching Information Literacy to Combat Fake News and Alternative Facts

By

Alexander Mulroy

A thesis submitted to the Department of Education of
The College at Brockport, State University of New York,
in partial fulfillment of the requirements for the degree of Master of Science in Education

December 6, 2019

THE TRUTH STILL MATTERS:

Teaching Information Literacy to Combat Fake News and Alternative Facts

By Alexander Mulroy

APPROVED BY

_____ Advisor	_____ Date
_____ Reader	_____ Date
_____ Reader	_____ Date
_____ Chair, Thesis Committee	_____ Date

Table of Contents

Abstract.....	5
Chapter One: Introduction	6
Problem Statement.....	6
Significance of the Problem	8
Purpose	10
Rationale.....	11
Definition of Terms	12
Summary Statement.....	14
Chapter Two: Literature Review	15
Misinformation at our Fingertips.....	15
A History of Fake News	16
Types of Fake News	17
Is Fake News Effective?	22
Why are we Fooled by Fake News?	24
Fighting Fake News.....	25
Chapter Three: Application.....	27
Lesson 1: What is Fake News?.....	29
Lesson 2: Types of Fake and Misleading News	36

Lesson 3: Why do People Fall for Fake News?.....	43
Lesson 4: How Can we Defend ourselves from Fake News?.....	55
Lesson 5: Practicing Information Literacy	65
Alternative Lesson/Optional Homework Assignment.....	102
Chapter Four: Conclusion.....	103
References.....	105

Abstract

As the way we consume information has changed over the last two decades, so too have methods of deception and misinformation. It is clear that unlimited access to information has been equal parts enlightening and confusing as determining the truth becomes increasingly difficult. Despite popular wisdom which suggests that today's young people are inherently skilled at assessing the credibility of online sources, evidence has shown that this could not be further from the truth. We can no longer view information literacy as merely a helpful skill for writing essays now that fake news and misinformation have proven their powers repeatedly on the world stage. It is up to educators to take a stand against misinformation by ensuring that each and every student leaves their classroom with the information literacy skills necessary for safety and success in the modern world.

Chapter One: Introduction

Problem Statement: Fake news and various other types of misinformation are a serious threat in today’s digital world, yet students remain woefully unprepared and lack the information literacy skills required to face this challenge.

Until very recently in American history, consuming news was a much simpler and more straightforward process than it is today. As illustrated by Rose-Stockwell (2019), news in the 20th century generally came from one of three different types of sources, namely regional radio, regional newspapers, or television networks. Since radio stations and newspapers were regional, the average American was limited to a few local sources within those mediums. As for television, Rose-Stockwell explains, NBC, CBS, and ABC were known as “the big three” due to their complete dominance in the American market through most of the century. It was a time when citizens of the United States consumed news from a very small number of sources, and when claims of biased reporting were taken very seriously (Rose-Stockwell, 2019). According to Tompkins (2019), unbiased reporting was considered so important that it was even encoded into law, first by the Radio Act of 1927, which stated that broadcasters had to serve the public interest, and again in 1949 by the Fairness Doctrine, which required broadcast stations to dedicate equal amounts of time to opposing sides of an issue. The importance of fairness is highlighted by a 1959 Senate report which said, “Broadcast frequencies are limited, and, therefore, they have been necessarily considered a public trust. Every licensee...is mandated to operate in the public interest, and has assumed the obligation of presenting important public questions fairly and without bias” (Tompkins, 2019, para. 6). Things have certainly changed since 1959, and with the rise of cable news and nationally syndicated radio programs throughout the 1980s, broadcast frequencies became less limited than they once were. As such, Tompkins

(2019) explains, the FCC began dismantling the Fairness Doctrine in 1987, with the final blow being dealt in 2011 when all remaining provisions of the doctrine were eliminated. However, this was not actually the moment in history when fact and fiction became nearly indistinguishable. To understand that, one must go forward in time to the rise of the internet.

The way that most Americans, including students, get their news today has perhaps more in common with last century's science fiction than with the actual realities of how people used to get information during that time. Gone are the days of relative monopolies on news media, as there are now millions of different sources of information. In fact, according to Internet Live Stats (n.d.), there were well over 1.5 billion websites in 2016, of which 170 million were considered active websites. Unfortunately, this wealth of information has a major downside, which is that oftentimes people are no longer able to decipher what is true and what is not. This is not a completely new phenomenon, as it has long been understood by most internet users that some of the information found online could potentially be inaccurate or unreliable. However, the nature of online misinformation has changed drastically in recent years. In 2016, there was an awakening of sorts as people quickly learned about the widespread proliferation of fake news and the complex systems being used to ensure its effectiveness. People whose biggest internet-related fears used to be stranger danger and inaccurate Wikipedia quotes were suddenly made aware that various governments and organizations from around the world were spending incredible amounts of resources to push misinformation via sophisticated networks of fake accounts, targeted advertisements, bots, and worst of all, unwitting loved ones (Burston et al., 2018). Fortunately, the solution to this issue is relatively simple, as fake news can be combated by teaching people how to identify and avoid it using information literacy skills. However, the

reality is that schools have failed to adequately teach these skills thus far, and as a result, students are woefully unprepared for the challenges presented by fake news.

Significance of the Problem

It is commonly thought that younger generations are somehow resistant to the various strains of misinformation that exist in our interconnected world. Many of today's youth have grown up with easy access to various internet-capable devices, perhaps even owning these devices themselves from a young age. Thus, it is logical and not uncommon to believe that these "digital natives" would inherently possess various technological skills, including information literacy skills. Unfortunately, this is simply not the case. Wineburg, McGrew, Breakstone, and Ortega (2016), after completing a study to determine students' levels of information literacy, had this to say:

We even found ourselves rejecting ideas for tasks because we thought they would be too easy. Our first round of piloting shocked us into reality. Many assume that because young people are fluent in social media they are equally savvy about what they find there. Our work shows the opposite. (p. 7)

Wineburg's results show multiple disquieting examples of instances in which students were unable to use even basic information literacy skills to identify fake news. In one activity, only 9% of high school students in an advanced placement history class successfully identified *MinimumWage.com* as a front for an industry lobbyist, despite the fact that a simple Google search turns up "a host of...exposés" which reveal this information (Wineburg et al., 2016, p. 5).

Even if one accepts that today's digital natives are indeed susceptible to fake news, they may still question whether it is truly necessary to dedicate any significant amount of time to

teaching information literacy skills in the classroom. Educators are already stretched thin in their attempts to teach large amounts of information using limited time and resources, so why should precious class time be spent ensuring that students aren't duped by internet memes? Is it simply a matter of principle? Unfortunately, information literacy is anything but a secondary concern. While it would certainly be easier for teachers to stick with the longstanding method of simply telling students to avoid using Wikipedia, times have changed so that this is no longer a viable option. The potential ramifications of fake news and misinformation cannot be overstated, as some of humanity's most inhumane moments have been driven by the types of propaganda and misinformation that have now made their way onto the internet. Much of the fake news we see today promotes sexism, racism, antisemitism, violence, fear, and other types of conflict. Take, for example, the fake news article that was shared in 2017 after wildfires broke out in California. Capitalizing on Islamophobic and anti-immigration sentiments in the United States, the headline falsely claimed, "BREAKING: ILLEGAL MUSLIM FROM IRAN ARRESTED FOR STARTING CALIFORNIA WILDFIRE" (Nichols, 2017). Interestingly, Nichols points out that this fake news story's origins can be traced back to a satirical news website, where this article was shared as parody/satire before being picked up and reworked by highly partisan news sites and fake news sites that then marketed it as legitimate news. This type of fake news, spread solely to stir up division and hatred, is eerily reminiscent of propaganda from various dark times in human history. However, it is important to understand that fake news does not have to lead to violence or suffering to be damaging to truth and democracy. One documentary, *The Great Hack*, shows footage from secret marketing materials used by the infamous political consulting and data-mining firm, Cambridge Analytica. Netflix UK & Ireland (2019) shows an excerpt from this footage in which we hear Cambridge Analytica CEO Alexander Nix, describing the

company's alleged interference in an election in Trinidad and Tobago. In the video, Nix claims it was his firm that was responsible for starting a fake grassroots movement called the "Do So!" campaign, which sought to decrease voter turnout among black youth in order to sway the election in favor of Cambridge Analytica's client. Nix says this campaign attempted to appeal to young people's desire to be part of a movement by holding rallies and spreading videos, music, dances, and information, all of which suggested that black youth "Do so! Don't vote." Though the original video was intended to be shown to potential clients and should therefore be taken with some skepticism, it is worth mentioning that, in the video, Nix excitedly claims this campaign successfully decreased 18- to 35-year-old voter turnout by 40%, winning the election for the company's client (Netflix UK & Ireland, 2019).

It is this type of insidious information warfare that young people face in today's world. What's worse is that they are expected to face it without first being taught proper information literacy skills. The New York State Education Department's (2017) Next Generation ELA standards make a few vague mentions of assessing source credibility in upper grade levels, though it is apparent that these few vague mentions are not nearly enough to combat the intentional misinformation that has become increasingly common and powerful in our digital world. It is clear that students should be better prepared, and that ELA teachers must provide explicit and comprehensive information literacy instruction.

Purpose

The purpose of this project is to function as a comprehensive guide to teaching information literacy. It is my sincere hope that any student who completes this unit under the guidance of a caring educator will develop a type of immunity to fake news, misinformation, and

propaganda. This guide offers five lesson plans designed to be fun, engaging, and interesting so that students can enjoy the learning process while attaining excellence in information literacy. These lessons will offer students the opportunity to learn about common psychological processes that make people susceptible to misinformation so that they can be aware of these traps and fallacies while evaluating their sources of information. In addition, this guide will introduce students to four main types of fake news as well as some of the common subcategories. They will work with real-world examples of fake news that have already fooled large numbers of internet users, so that they are familiar with the tricks used by those looking to misinform. They will learn about the various motivations behind each individual type of fake news so that they can understand why people might intentionally deceive others. By the end of this guide, students will remember to ask themselves *cui bono*, or “to whose benefit?” Finally, students will learn what is perhaps the most important aspect of information literacy in the modern age, which is how to be resourceful. There are countless libguides, fact-checking websites, techniques, and other resources that can be used to help determine whether information is reliable and accurate. In this age of limitless information, it is important that students know how to use these tools properly, as well as understand their limitations, so that they can navigate through information at a reasonable pace without being taken advantage of. Upon completion of this unit on fake news, students will have obtained information literacy skills that will serve them for the rest of their lives.

Rationale

While technology companies, politicians, and government agencies will hopefully continue to develop methods to curb the spread of fake news, we cannot allow them to be our

only line of defense against such a serious threat. Facebook (n.d.) itself has acknowledged that it cannot prevent all fake news stories from spreading, and recommends that users be skeptical when getting their news from social media. More importantly, history has repeatedly shown that corporations and governments can frequently be the most powerful sources of misinformation, and that allowing these entities to think critically on our behalf has often been an invitation for unfathomable human suffering on a large scale. Evidence has shown that while today's young people are frequent and skilled users of new technologies, they are not inherently well-equipped to deal with the misinformation tactics that have evolved alongside these technologies. With the FBI recently announcing that it will be boosting counterintelligence operations in anticipation of further Russian interference in the 2020 Presidential elections, there has never been a better time to start taking information literacy seriously (Barnes & Goldman, 2019).

Definition of Terms

- Algorithms (Social Media) - A procedure/equation that prioritizes information for users, creating a personalized experience and/or flow of information
- Bias - Supporting or opposing a particular side of an issue, usually in an unfair manner
- Bots - A program, script, or software that performs an automated task
- Clickbait - A type of fake news in which the article does not deliver on the promise made by the headline
- Climate change/Global warming - A change in the Earth's climate due to human consumption of fossil fuels
- Curriculum - A course of study

- Digital Native - A person who grew up with access to communication and information technologies
- Fabricated News - A type of fake news which is completely invented or made up with no basis in fact
- Facebook - A social networking website which allows users to share photos, videos, status updates, links to outside sources, and more
- Fake News - Refers to various types of news stories that are false, misleading, manipulative, or otherwise inaccurate. Does not include unintentional mistakes in reporting.
- Fact-Checking Websites - Websites that check the validity of popular claims on the internet
- Filter Bubble - A phenomenon in which social media algorithms show users information that is likely to keep them engaged, creating a feedback loop in which users only see information they like and agree with.
- Information Literacy - A set of skills and abilities that can be used to find and evaluate information and sources of information
- Mainstream Media - Popular and/or established sources of information
- Native Advertising - Advertising which is designed to look like legitimate news content produced by journalists
- Libguides - Guides and information management systems curated by librarians
- Meme - A photo, video, phrase, joke template, or other type of online content that is shared on the internet with the intention of being humorous
- Parody - A humorous spoof, remake, or interpretation of a serious piece of content

- Partisan - Supporting a particular group or side of an issue, similar to bias
- Post-truth - An era in which it becomes difficult or impossible to ascertain the truth
- Sensationalism - Attention grabbing reporting which is often inaccurate, similar to clickbait.
- Smartphone - A portable, internet-capable cell phone, has many of the same properties as a computer.
- Social media - Websites or applications which allow people to connect and share content with one another via the internet
- State-sponsored - Actions (usually negative) performed with the government backing
- Yellow Journalism - Journalism which relies on sensationalism

Summary Statement

It was once widely believed that the internet and other communication technologies would have a uniformly positive impact on the world. However, recent years have revealed that the situation is far more complicated than most had anticipated. We now know that the internet can be a powerful tool for spreading knowledge, or a dangerous weapon capable of spreading misinformation. Similarly, social media can connect people across great distances, or divide people living under the same roof. Gone are the days when nearly all information would be fact-checked prior to being released to the public by a few media outlets. Today, anybody with an internet connection can share information instantly, with verification only occurring afterwards. Despite the commonly held belief that today's young people would be inherently skilled at navigating this digital world, evidence has shown that the opposite is true. Thus far, corporate and political entities have been unsuccessful at defending the general population from

information warfare. As such, it is the duty of educators to ensure that all students are equipped with the information literacy skills that are necessary for safety and success in a post-truth society.

Chapter Two: Literature Review

Misinformation at our Fingertips

Much of the literature on information literacy published prior to 2016 seems to carry with it a certain innocence—and perhaps even naivety—that is noticeably absent in post-2016 explorations of the same topic. What is most noticeable, though, is that post-2016 articles begin including frequent mentions of the term “fake news.” Not coincidentally, “post-truth” was declared by the Oxford Dictionaries to be 2016’s word of the year (Suliman, 2016). Fake news has been implicated in everything from Britain’s surprising decision to leave the European Union to Donald Trump’s highly controversial presidential campaign, as well as in various other world-changing events in recent history. It certainly seems that 2016 will indeed be remembered as the start of the post-truth era. This paradigm shift is illustrated in a *New York Times* article by Schulten and Brown in which they describe how, in 2015, they had to convince teachers that information literacy was an important skill. In a 2017 update to the same article, they say, “Now, however, we doubt that we need to convince anyone” (Schulten & Brown, 2017, para. 2). Fake news is, in essence at least, nothing new. What is new, though, is the way today’s fake news has suddenly and drastically changed the entire discourse surrounding information literacy. In order to understand how this happened, one must first understand the fake news of the past.

A History of Fake News

Although various definitions exist, fake news is generally agreed upon as news that is false, misleading, manipulative, or otherwise intentionally inaccurate. As noted in *A Citizen's Guide to Fake News*, it is important to keep this definition broad enough to encompass various types of false news stories, but specific enough to exclude things like unintentional mistakes in reporting, rumors from non-news sources, and “sweeping indictments of mainstream media” by those who improperly utilize the term to discredit reporting that they find unflattering (Burston et al., 2018, para. 5). Fake news, while perhaps a relatively new term, describes a phenomenon which has likely been around at least as long as the written word. According to Burkhardt (2017), there is even evidence of a fake news smear campaign against Justinian, the Emperor of Eastern Rome, in the year 554 AD. Burkhardt goes on to explain that after the invention of the printing press and subsequent increases in literacy rates, writers began seeing economic incentives to create content. Generally, people were paid to write real news, while other times they were paid to write information that would be beneficial for their employer in some way. Then, of course, there were those like Edgar Allen Poe, who reportedly published at least six fake news stories in the early 1800s as a type of hoax (Burkhardt, 2017). Burston says that around this same time, Joseph Pulitzer and William Randolph Hearst were battling each other for newspaper sales with sensationalist headlines in a practice that would later be known as “yellow journalism.” This type of fake news, while perhaps unprincipled, was not nearly as nefarious as the antisemitic propaganda that would later come from the Nazi Party during World War II (Burston et al., 2018). All of this is to say that fake news has always been a problem, but what makes today's fake news different than that of the past is the way it is created and shared. Rose-Stockwell (2019) observes that prior to the internet, the news business was much closer to a

monopoly in that there were a small number of television, radio, and newspaper sources that broadcast the same news to everyone in the country through one large pipeline. Now, Rose-Stockwell indicates, our news comes from thousands of different sources and is delivered to select people via online news feeds which are personalized by computer algorithms. The goal of these algorithms is to keep people engaged with online content, which leads to the curation of news stories that people like and agree with, regardless of their accuracy. Thus, opposing opinions and uncomfortable truths are filtered out, resulting in what is known as a “filter bubble” (Rose-Stockwell, 2019). Filter bubbles, smartphones, computers, and most notably, the internet, have fundamentally changed the way we consume information, thus changing the way we are affected by fake news.

Types of Fake News

While there is disagreement on the exact number of fake news categories that exist and where to draw the dividing lines between each type, there are four main types that are frequently mentioned, as well as a handful of subcategories which can overlap with one another at times. The four main categories which will be the focus of this paper include:

1. Parody/satire news
2. Clickbait/sensational news
3. Highly partisan/biased news
4. Outright invented news

Parody/satire news is very common in the age of the internet. It is also often, though not always, the easiest to detect. According to Tandoc, Lim, and Ling (2018), *The Onion* is one of

the most common examples of this type of fake news. It is a parody news website containing headlines that are meant to be humorous, such as the headline proclaiming that Kim Jong Un had been declared the sexiest man alive. However, these parody stories are sometimes taken seriously and shared as real news. Take for example the previously mentioned headline about Kim Jong Un, which inspired *The People's Daily* in China to run a 55-page photo spread of Kim Jong Un after the headline was taken at face value (Tandoc et al., 2018). For more examples of this phenomenon, one need only visit a subreddit called r/AteTheOnion (www.reddit.com/r/atetheonion). On this subreddit, Reddit users share screenshots of instances in which people, usually on social media, are caught taking satirical/parody news stories at face value. Currently, the most upvoted post of all time on this subreddit comes from Reddit user tonsofun44 (2019). It contains a screenshot of an article from *The Onion* with the headline, "FBI Uncovers Al Qaeda Plot To Just Sit Back And Enjoy Collapse Of United States." In the same screenshot, a Twitter user can be seen commenting, "Whatever. It won't be the United States collapsing... it'll be your biased reporting" (tonsofun44, 2019). This is one example of many in which we can see that parody articles can functionally become fake news.

Clickbait and/or sensational news articles are another form of fake news that have become increasingly common with the rise of the internet. Similar to yellow journalism, these articles utilize headlines that are sensational or incomplete in order to get internet users to click on the story, thus bringing in advertising revenue for the host website and/or author. McNeal (2015) describes an instance in which a YouTube video titled "Zach Wahls Speaks About Family" got roughly 1 million views when it was initially posted. When the same video was shared with the title "Two Lesbians Raised a Baby and This Is What They Got," that same video was viewed 17 million times. McNeal explains that oftentimes these headlines are "succinct,

bold, [and] absurd,” and that the content is unable to back up what the headline has promised (p. 28). In a *New York Times* article, Tavernise (2016) speaks to a conservative Republican, referred to as Mr. Montgomery, about his news consumption. At one point during the discussion, Mr. Montgomery talks about having clicked on a headline which read “The wait is over: Hillary’s being indicted.” He expressed disappointment after realizing that the body of the article said nothing about Hillary Clinton actually being indicted (Tavernise, 2016). Unfortunately, not all readers have the same information literacy skills as Mr. Montgomery, and disappointment is not the only negative consequence of Clickbait articles and misleading headlines. A study by Gabelkov, Ramachandran, Chainteau, and Legout (2016) found that 59% of articles shared on Twitter had not be clicked on, which suggests they were not read by the users who shared them. This finding is troubling enough on its own, but when one considers the implications of pairing this behavior with Clickbait and misleading headlines, it becomes clear that this is a serious issue worth addressing.

Sponsored content and native advertising are two types of fake news that are often subcategorized as types of clickbait. While sponsored content is generally marked as such, native advertising can be much more subtle. Native advertising is advertising that is designed to look like content produced by journalists (Schauster, Ferrucci, & Neill, 2016). As Tandoc explains, native advertising “takes advantage of the news format... to confer more legitimacy to its one-sided claims” (Tandoc et al., 2017, p. 146). An example of this can be found in a native advertising piece published by *The New York Times* in 2014. Schauster described the article as an “impeccably reported expose on women in prison that could stand on its own as a piece of quality journalism” (Schauster et al., 2016, p. 1409) Unfortunately, this piece was not standing on its own. Instead, it was simultaneously a legitimate news story and a native advertisement for

Netflix's television series, *Orange is the New Black*. The problem with this, of course, is that journalists and advertisers often have—and should have—different goals. Similarly, readers have different expectations for advertisements and news stories. Thus, making news stories and advertisements one in the same is almost certainly a recipe for trouble, not to mention unethical.

Highly partisan or biased news is very common and can come from a variety of different mediums. While everyone—and therefore all news—has implicit biases, this category of fake news refers to a specific type of biased news. According to the European Association for Viewers Interests, or EAVI, this type of fake news uses emotional language, is ideological in nature, includes interpretations of facts, and privileges facts that support the intended narrative while ignoring others (EAVI, 2017). EAVI suggests that this type of news is mainly driven by politics, power, and/or passion. In other words, while this news can be created with bad intentions, it can also be created by people who are legitimately passionate about an issue. Xiang and Sarvary (2007) describe how two biased news articles can both be factually correct but, through omission and differing emphasis, still convey very different messages from one another. Contrary to EAVI, Xiang and Sarvary claim that media bias is driven by demand from consumers. Still, it is easy to see how this type of news, regardless of underlying motives, can be insidious and challenging to identify. A clear-cut example of highly partisan/biased news can be found in Fox News Channel's coverage of climate change. An empirical study by Ahern and Formentin found that Fox News Channel “exhibits bias toward excessive coverage of the global warming issue... in an effort to emphasize the idea that the science of global warming is unsettled” (Ahern & Formentin, 2016, p. 61). This means that Fox News Channel continued to portray global warming as not being scientifically proven despite the results of a 2013 study which found that 97% of climate scientists agreed that global warming was real and that it was

caused by humans (Cook et al., 2013). It is worth pointing out that Fox News Channel is certainly not the only popular news channel that is guilty of exhibiting bias. A 2008 study which examined Fox, ABC, CBS, and NBC found “substantial evidence for [partisan] bias in news choices across the four outlets” (Groeling, 2008, p. 1). Many would argue that cable news sources have become even more polarized and biased in the years since these findings, though this is one area in which research is still needed.

Outright invented news, sometimes called fabricated news, is often considered to be the most egregious type of fake news. According to Tandoc et al. (2018), outright invented news is similar to other previously mentioned types of fake news in that it uses a traditional editorial format in order to appear credible. However, unlike biased news it has no factual basis, and unlike parody there is no expectation that the reader would understand this news to be fictional. Instead, sources that create fabricated news often do so with the intention of misinforming (Tandoc et al., 2018). The motivations for creating this type of news usually include money, power, and/or political gain (EAVI, 2017; Tandoc et al., 2018). Take for example the case of Cameron Harris. According to Shane (2017), Harris was a 23-year-old college graduate who wrote a fake news story with the headline, “BREAKING: ‘Tens of thousands’ of fraudulent Clinton votes found in Ohio warehouse.” This headline and the accompanying news story were completely fictional. However, this did not stop people from clicking on and sharing this story. Because there were advertisements placed on the website that hosted this deceptive news article, Harris made about \$5,000 in advertising revenue within a few days of creating the article (Shane, 2017).

It is important to note that fabricated news is not exclusively the product of American citizens looking to get rich. In fact, many of the particularly grievous examples of fake news

from the time leading up to the 2016 U.S. Presidential elections were created and shared by Russia's Internet Research Agency. According to Abrams (2019), state-sponsored Russian actors used a network of fake social media accounts to share intentionally divisive content, including many fake news stories, with American voters. An indictment brought by Special Prosecutor Robert Mueller referred to the Internet Research Agency's activities as "information warfare against the United States of America" (Abrams, 2019, para. 29). Here it becomes clear that the dangers of fake news cannot simply be relegated to the realm of the philosophical, and must instead be understood as a very real danger to democracy as we know it.

Is Fake News Effective?

Is fake news effective? The answer is, overwhelmingly, yes. Fake news is effective on people of all ages, despite the popular belief that young people who had never known a world without internet and cell phones would be somehow immune. As explained in a study by Šorgo, Bartol, Dolnicar, and Boh Podgornik (2017), young people who had grown up alongside information and communication technology have often been described as "digital natives." It was thought by many that digital natives would have a deeper understanding of these technologies that would translate into better information literacy skills than those of previous generations. Unfortunately, this did not pan out. Their study found that not only was one's status as a digital native a poor predictor of information literacy, but also that owning devices such as smartphones and computers had no direct impact on information literacy. In addition, they found that owning a tablet computer may actually be a negative predictor of information literacy (Šorgo et al., 2017). Meanwhile, a study by Wineburg, McGrew, Breakstone, and Ortega (2016)

revealed results that, in addition to being described by the researchers as “bleak,” elicited this response:

We would hope that middle school students could distinguish an ad from a news story.

By high school, we would hope that students reading about gun laws would notice that a chart came from a gun owners’ political action committee. And, in 2016, we would hope college students, who spend hours each day online, would look beyond a .org URL and ask who’s behind a site that presents only one side of a contentious issue. But in every case and at every level, we were taken aback by students’ lack of preparation.

(Wineburg et al., 2016, p. 4).

In one particularly striking example from this study, middle school students were asked to differentiate between news stories and advertisements. While roughly 75% of students were able to identify traditional advertisements, more than 80% believed that native advertisements marked by the words “sponsored content” were legitimate news stories (Wineburg et al., 2016). Of course, if the impact of fake news ended with people being fooled, it would not be such an important issue. Unfortunately, a combination of fake news and poor information literacy skills does in fact carry a very real potential for consequences. For example, Robb (2018) describes how a complex web of memes, social media, and fake news convinced a number of Alt-Right internet users that a pizzeria in Washington, D.C. was actually a front for a child sex-trafficking ring led by Hillary Clinton. This resulted in one man entering the restaurant with a semiautomatic rifle, a handgun, and a knife. The man fired shots inside the pizzeria before being arrested, though luckily nobody was hurt (Robb, 2018). While this story demonstrates how fake news can have serious consequences on the individual level, a recent study by Gunther (2018)

shows how fake news can impact society on a much larger scale. The results of Gunther's study suggest that fake news may have actually had a large enough impact on people's voting behaviors to have changed the outcome of the 2016 U.S. Presidential Election. Though some may be tempted to call this wishful thinking on the part of Hillary Clinton supporters, it is worth noting that Clinton lost the presidency by a slim margin of 77,744 votes in three key battleground states, thus making this a real possibility (Gunther, 2018). Regardless of one's personal politics, it seems reasonable to argue that fake news should not be the deciding factor of any presidency—Democrat, Republican, or otherwise—in a democratic society.

Why are we Fooled by Fake News?

According to Musgrove, Powers, Rebar, and Musgrove (2018), there are a few key psychological factors that allow people, including students, to be fooled by fake news. First, the authors describe the problem of familiarity. Essentially, people are more likely to believe something when they hear it echoed by a large number of people. Since a lot of fake news is shared by bots repeatedly, fake news becomes familiar and therefore more believable. Next, the authors explain a related concept called the availability heuristic, which suggests that things we can easily recall are more likely to be rated by our brains as true. The authors observe that one example of this is that people find it easy to remember airplane disasters, which leads them to mistakenly believe that traveling by plane is dangerous. Musgrove et al. then discuss confirmation bias, which simply suggests that people tend to believe information which confirms their existing beliefs, while doubting information that challenges these beliefs. Finally, the authors describe a phenomenon called "source blindness." This occurs when a person remembers a story, but cannot remember where they heard it. This may explain how parody news can

sometimes be remembered as true (Musgrove et al., 2018). Meanwhile, Burkhardt (2017) also describes a few psychological factors that may account for people's willingness to buy into fake news. One thing Burkhardt mentions is the "Dunning-Kruger Effect." This effect was discovered during experiments which showed that people who know relatively little about a subject tend to be overconfident in their knowledge of that subject. In addition, Burkhardt explains that people tend to trust their friends. Since students often rely heavily on social media and their friend network for information, this can make them vulnerable to misinformation. Burkhardt then explains states that people have a tendency to believe the first thing they read/hear about a topic, and remember things that they hear repeated most often (Burkhardt, 2017). Finally, and perhaps most importantly, McRaney (2011) describes what is known as the "backfire effect." This effect occurs when people who are presented with information that is contrary to their beliefs, double down on their preexisting beliefs instead of incorporating this new information into their worldview. The backfire effect explains why it is so difficult to change people's minds, especially once they have already adopted radical and/or unscientific views. Since the internet and fake news are constantly evolving, this is certainly an area in which more research is needed. Still, it is clear that the human mind is in some ways programmed to be susceptible to many different types of fake news. It is for this reason that information literacy skills must be explicitly taught at all levels of education.

Fighting Fake News

In light of recent events, a number of tech companies have begun to fight back against fake news. According to Frenkel and Rosenberg (2018, para. 1), "Eight of the tech industry's most influential companies, in anticipation of a repeat of the Russian meddling that occurred

during the 2016 presidential campaign, met with United States intelligence officials [in 2018] to discuss preparations for this year's midterm elections.”. Companies in attendance included Apple, Amazon, Facebook, Google, Microsoft, Oath, Snap, and Twitter, all of whom are taking steps in an attempt to prevent a repeat of 2016 (Frenkel & Rosenberg, 2018). Meanwhile, Facebook's Vice President, Adam Mosseri, wrote a blog post claiming Facebook was going to start combating fake news with a three-pronged approach. According to that blog post, the company wants to disrupt economic incentives for fake news, build new products to stop the spread of fake news, and help users make informed decisions when they encounter fake news (Mosseri, 2017). In addition, Facebook (n.d.) added a support page to their website titled “Tips to Spot Fake News,” which contains suggestions for users such as checking sources and dates, looking for strange formatting, and thinking critically about news stories. Mosseri says that while Facebook will do everything it can to stop fake news, users should still take steps to be prepared for when they encounter fake news stories (Mosseri, 2017). This seems to implicitly acknowledge something echoed by many scholars and journalists who work on this issue, which is that we cannot rely on others to be information literate for us.

According to Musgrove et al. (2018), teachers and librarians are in a unique position to teach information literacy skills, one which they should take advantage of. Burkhardt (2017) advocates that teachers, when designing a curriculum for information literacy, should focus on teaching concepts and skills rather than focusing on one specific tool. Burkhardt emphasizes that, since there are a large number of tools available, it would take too long to teach every single one. Instead, teachers can make better use of their time by providing students with a broader understanding of how to use databases, libguides, fact-checking websites, and a variety of other resources. In addition, Burkhardt says it is important that students understand the previously

mentioned psychological processes that make people susceptible to fake news. The idea is that if students understand these psychological processes, they can begin to practice skepticism and critical thinking (Burkhardt, 2017). Musgrove et al. (2018) also comment on the importance of teaching students to think critically about information, noting that students should be explicitly taught to verify facts and consider sources and motives. Finally, Wineburg et al. (2016) suggest teachers select a curriculum that will develop students' civic online reasoning skills and raise awareness of the problems surrounding information literacy.

Information literacy skills are likely to become increasingly important as technology becomes more integrated into our daily lives. Thus, it is necessary for educators to explicitly teach these skills and stand as a crucial line of defense against fake news and misinformation. As Wineburg states, "Never have we had so much information at our fingertips. Whether this bounty will make us smarter and better informed or more ignorant and narrow-minded will depend on our awareness of this problem and our educational response to it." (Wineburg et al., 2016, p. 5).

Chapter Three: Application

With the threat of fake news looming large against unprepared citizens around the globe, it is clear that educators must get involved and take action. It is my belief that English teachers are tasked with teaching students to consume, analyze, and produce information in all of its many forms. Thus, it is English teachers in particular who should lead the charge to prepare students for the types of misinformation and disinformation that they will be faced with throughout their lives. It is no longer enough to practice only basic information literacy skills, nor is it enough to have students practice these skills in theory alone. Instead, students must learn a wide range of information literacy skills and practice applying them to situations which they

will encounter in today's digital world. It is for these reasons that I have created a unit comprised of five lesson plans, as well as one alternative lesson plan, which will help students build and hone a portfolio of skills and knowledge related to information literacy. By the end of this unit, students will have completed an "information literacy guide," which they will be able to keep for future reference.

Lesson one provides students with an introduction to the concept of fake news. It begins with unsuspecting students being led astray by intentionally misleading websites which illustrate to students how easily one can be duped by misinformation. By the end of the lesson, students will have a basic understanding of fake news, which they will use as a foundation for the rest of the unit. Lesson two requires students to understand and identify various types of misleading news, as well as the motivations which drive people to create and publish each type. It is my hope that this lesson will result in a population who asks themselves, "Who benefits from me reading this?" In lesson three, students will explore the psychological reasons behind why human beings are vulnerable to false and misleading information. In lesson four, students will learn how to defend themselves against fake news. They will research various information literacy skills and techniques that will reduce their susceptibility to false information. They will also engage in peer learning, sharing what they have learned with their classmates so that the class as a whole might increase its immunity. Finally, in lesson 5, students will put their skills to the test by using what they have learned to create a case study on a news article in order to determine its validity. This list of ten articles, from which students will be assigned one, is authentic in the sense that all articles were found on parts of the internet that students may encounter in everyday usage. In other words, while some of the articles are real and others misleading, none are specifically designed to be teaching tools. This allows students to practice these skills in a way that reflects

real life. As a bonus or alternative assignment, I have included an optional lesson plan which tasks students with creating their own fake news article. This will allow students to view misinformation from a different perspective, which will hopefully help them to think critically if/when they find themselves consuming questionable information. Overall, it is my sincere hope that this unit will give students the necessary tools to be responsible consumers of information, both in the real and digital worlds they occupy.

Lesson 1: What is Fake News?

New York State Next Generation Common Core Standards

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

11-12R3: In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

Learning Objectives

1. I can explain the concept of fake news
2. I can explain the concept of a filter bubble
3. I can explain why someone might create or publish fake news

Timeline

Anticipatory Set:

1. Teacher should not introduce learning objectives just yet, and should instead wait until after the anticipatory set.
2. Teacher will task students with visiting one of the following three websites. These can be assigned individually based on each student's needs, or the teacher can choose one website for all students to visit depending on the needs of the class as a whole.
 - a. <https://www.allaboutexplorers.com/explorers/> (Less challenging)
 - b. <http://www.deadlysins.com/guinea-worm> (More challenging)
 - c. <http://www.dhmo.org/> (Most challenging)
3. Students will spend five minutes conducting research on their assigned website, after which the class will regroup.
4. Students will raise their hands to share any interesting information they learned from their website.
5. If students have not already figured it out, teacher will explain to students that these websites are fictional and/or misleading, and that they exist as educational tools to teach people about the dangers of misinformation on the internet.
 - a. All About Explorers provides a mix of true and false/absurd information about famous historical explorers.
 - b. The Save the Guinea Worm Foundation website mimics conservationist literature, and presents the Guinea Worm as an endangered species which needs to be saved from extinction. In reality, the Guinea Worm is a dangerous parasite which can infect humans and cause permanent, painful disability.

- c. The DHMO website mimics sensationalist news and conspiracy theorist literature. This website details the dangers of a chemical known as dihydrogen monoxide. While many of its claims about the effects of the chemical are technically true, dihydrogen monoxide is actually another name for water.
6. Teacher will provide students with their learning objectives for this lesson and move on to the main activity.

Activity:

Students will visit <https://www.webwise.ie/teachers/what-is-fake-news/> and watch the video at the top of the page. They will then read the article (Webwise, 2018) and complete part one of their Information Literacy Guides This can be done individually or in small groups.

Closing:

Teacher will review part one of students' Information Literacy Guides with the class as a whole. Students should be encouraged to ask questions and discuss any prior knowledge or personal experience they have with fake news/misinformation. If a student asks a question to which the teacher does not immediately know the answer, the class can work together using other resources (books, the internet, etc.) to find a reputable source which provides an answer. It is important that students have a general understanding of fake news/misinformation in order to progress in this unit.

Assessment

Informal: Teacher will observe and interact with students as they read the article and complete part one of their Information Literacy Guides. Teacher should use student responses and class discussion to gauge students' understanding of fake news

Fake News Article



Parents ▾

Teachers ▾

Youth ▾



Videos ▾

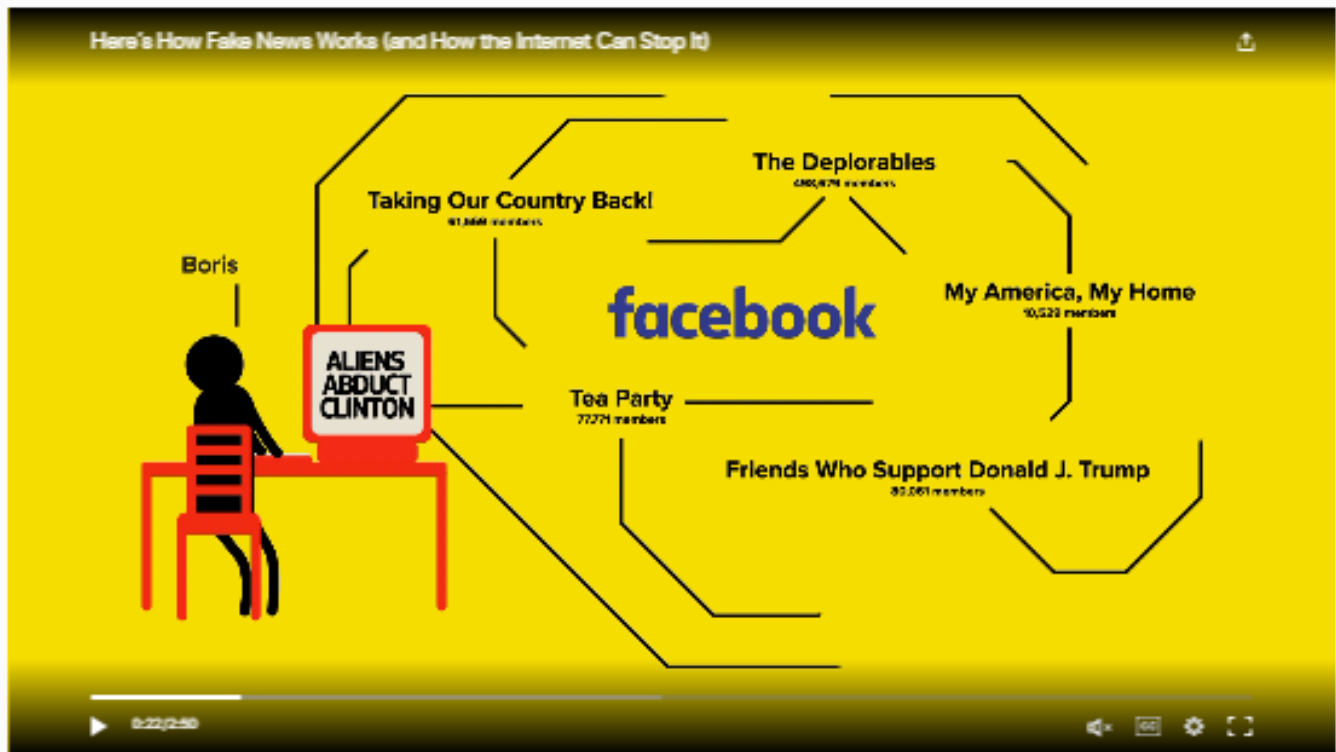
Safer Internet Day

Get Resources ▾



In Advice for Teachers, Teachers, Trending

Explained: What is Fake News?



What is fake news?

Lots of things you read online especially in your social media feeds may appear to be true, often is not. **Fake news is news, stories or hoaxes created to deliberately misinform or deceive readers.** Usually, these stories are created to either influence people's views, push a political agenda or cause confusion and can often be a profitable business for online publishers. Fake news stories can deceive people by looking like trusted websites or using similar names and web addresses to reputable news organisations.

According to Martina Chapman (Media Literacy Expert), there are three elements to fake news: 'Mistrust, misinformation and manipulation'.

The Rise of Fake News

Fake news is not new however it has become a hot topic in 2017. Traditionally we got our news from trusted sources, journalists and media outlets that are required to follow strict codes of practice. However, the internet has enabled a whole new way to publish, share and consume information and news with very little regulation or editorial standards.

Many people now get news from social media sites and networks and often it can be difficult to tell whether stories are credible or not. Information overload and a general lack of understanding about how the internet works by people has also contributed to an increase in fake news or hoax stories. Social media sites can play a big part in increasing the reach of these type of stories.

The economics of social media favour gossip, novelty, speed and "shareability" Simeon Yates

Types of Fake News

There are differing opinions when it comes to identifying types of fake news. However, when it comes to evaluating content online there are various types of fake or misleading news we need to be aware of. These include:

1. Clickbait

These are stories that are deliberately fabricated to gain more website visitors and increase advertising revenue for websites. Clickbait stories use sensationalist headlines to grab attention and drive click-throughs to the publisher website, normally at the expense of truth or accuracy.



2. Propaganda

Stories that are created to deliberately mislead audiences, promote a biased point of view or particular political cause or agenda.



3. Satire/Parody

Lots of websites and social media accounts publish fake news stories for entertainment and parody. For example; The Onion, Waterford Whispers, The Daily Mash, etc.



4. Sloppy Journalism

Sometimes reporters or journalists may publish a story with unreliable information or without checking all of the facts which can mislead audiences. For example, during the U.S. elections, fashion retailer Urban Outfitters published an **Election Day Guide**, the guide contained incorrect information telling voters that they needed a 'voter registration card'. This is not required by any state in the U.S. for voting.

5. Misleading Headings

Stories that are not completely false can be distorted using misleading or sensationalist headlines. These types of news can spread quickly on social media sites where only headlines and small snippets of the full article are displayed on audience newsfeeds.

On Gardasil

The Gardasil HPV vaccine hasn't been proved to have caused the deaths of 12 women.



6. Biased/Slanted News

Many people are drawn to news or stories that confirm their own beliefs or biases and fake news can prey on these biases. Social media news feeds tend to display news and articles that they think we will like based on our personalised searches.



The Fake News Business Model

The internet and social media have made it very easy for anyone to publish content on a website, blog or social media profile and potentially reach large audiences. With so many people now getting news from social media sites, many content creators/publishers have used this to their advantage.

Fake news can be a profitable business, generating large sums of advertising revenue for publishers who create and publish stories that go viral. The more clicks a story gets, the more money online publishers make through advertising revenue and for many publishers social media is an ideal platform to share content and drive web traffic.

Fake News, Social Media, and the Filter Bubble

In a recent article on media literacy, Hugh Linehan noted; "Media is no longer passively consumed - it's created, shared, liked, commented on, attacked and defended in all sorts of different ways by hundreds of millions of people. And the algorithms used by the most powerful tech companies - Google and Facebook in particular - are brilliantly designed to personalise and tailor these services to each user's profile."

When we go online or login to a social network we are generally presented with news, articles and content based on our own searches online. This type of content tends to reflect our own likes, views and beliefs and therefore isolating us from differing views and opinions. This is often referred to as a filter bubble.

What can we do about fake news?

Google and Facebook have announced new measures to tackle fake news with the introduction of reporting and flagging tools. Media organisations like the BBC and Channel 4 have also established fact checking sites. While these are welcome developments, digital media literacy and developing skills to critically evaluate information are essential skills for anyone navigating the internet and especially for young people.

The vast amount of information available online and rise in fake news highlights the need for critical thinking. Children need to develop critical thinking from an early age. This is a key skill for young people to develop as they enter into third level education and prepare themselves for the workplace.

How to spot fake news?

There are a number of things to watch out for when evaluating content online.

1. Take a closer look

Check the source of the story, do you recognise the website? Is it a credible/reliable source? If you are unfamiliar with the site, look in the about section or find out more information about the author.

2. Look beyond the headline

Check the entire article, many fake news stories use sensationalist or shocking headlines to grab attention. Often the headlines of fake news stories are in all caps and use exclamation points.

3. Check other sources

Are other reputable news/media outlets reporting on the story? Are there any sources in the story? If so, check they are reliable or if they even exist!

4. Check the facts

Fake news stories often contain incorrect dates or altered timelines. It is also a good idea to check when the article was published, is it current or an old news story?

5. Check your biases

Are your own views or beliefs affecting your judgement of a news feature or report?

6. Is it a joke?

Satirical sites are popular online and sometimes it is not always clear whether a story is just a joke or parody.. Check the website, is it known for satire or creating funny stories?

(Webwise, 2018)

Information Literacy Guide Part One

Directions: Please answer the following questions based on the fake news video and accompanying article. Underline answers that you find in the article, and label them with the number of the question to which they are relevant.

- 1. What is fake news?**
- 2. Where did people used to get their news? Where do they get it now?**
- 3. What is one reason somebody might create or publish fake news?**
- 4. What is a “filter bubble?”**
- 5. According to the video, how do advertisements end up on fake news websites?**
- 6. Google and Facebook have started making efforts to cut off advertising revenue to fake news websites. According to the video, why is this solution not ideal?**
- 7. Have you ever encountered fake news? If so, where did you see it and what did it look like?**

Lesson 2: Types of Fake and Misleading News

New York State Next Generation Common Core Standards

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)

11-12R5: In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

Learning Objectives

1. I can describe six types of fake or misleading news
2. I can describe the motivations behind six types of fake or misleading news
3. I can identify six examples of fake or misleading news by type and motivation

Timeline

Anticipatory Set:

1. Students will visit <http://getbadnews.com/#intro> and play the computer game “Bad News”
2. When finished, class should regroup and students should be encouraged to discuss their experience with the game. Teacher is encouraged to lead a brief, informal class discussion, and can guide the discussion with questions such as:
 - a. What was your final score?

- b. What strategy did you use to try and win this game?
- c. What did this teach you about misinformation and fake news?
- d. Was this game realistic? Do you think people really publish stories like this online?
- e. Why do you think people fall for these types of stories?

Activity:

1. Teacher will hand out the Information Literacy Guide Part Two and have students take turns reading aloud from the infographic on the first page. Students should be encouraged to raise their hands if they have comments, questions, or examples of specific types of misleading news that are mentioned on this infographic.
2. After the class has finished reviewing the infographic, teacher will ask students to turn to the practice section of their Information Literacy Guide Part Two. Next, students will break up into small groups to complete this section. Using the Misleading News Infographic, students will work together to identify various types of fake/misleading news and the motivations behind each type.

Closing:

When all groups are finished with the practice section in part two of their Information Literacy Guides, each group will choose one group member to act as a representative for their group. Each representative will read aloud from their worksheet and identify the type and motivation of one fake news example.

Assessment

Informal: The practice section of the Information Literacy Guide should be used to check students' understanding of the various types of fake news, but can also be graded for

completion. Incorrect answers should be corrected, but not graded, as students have not yet learned the information literacy skills taught in this unit.

BEYOND 'FAKE NEWS'

10 TYPES OF MISLEADING NEWS

propaganda  <ul style="list-style-type: none"> adopted by governments, corporations and non-profits to manage attitudes, values and knowledge appeals to emotions can be beneficial or harmful 	partisan  <ul style="list-style-type: none"> ideological and includes interpretation of facts but may claim to be impartial privileges facts that conform to the narrative whilst forgoing others emotional and passionate language 	IMPACT <ul style="list-style-type: none"> neutral low medium high MOTIVATION <ul style="list-style-type: none"> money politics/power humour/fun passion (mis)inform
clickbait  <ul style="list-style-type: none"> eye catching, sensational headlines designed to distract often misleading and content may not reflect headline drives ad revenue 	conspiracy theory  <ul style="list-style-type: none"> tries to explain simply complex realities as response to fear or uncertainty not falsifiable and evidence that refutes the conspiracy is regarded as further proof of the conspiracy rejects experts and authority 	
sponsored content  <ul style="list-style-type: none"> advertising made to look like editorial potential conflict of interest for genuine news organisations consumers might not identify content as advertising if it is not clearly labeled 	pseudoscience  <ul style="list-style-type: none"> purveyors of greenwashing, miracle cures, anti-vaccination and climate change denial misrepresents real scientific studies with exaggerated or false claims often contradicts experts 	
satire and hoax  <ul style="list-style-type: none"> social commentary or humour varies widely in quality and intended meaning may not be apparent can embarrass people who confuse the content as true 	misinformation  <ul style="list-style-type: none"> includes a mix of factual, false or partly-false content intention can be to inform but author may not be aware the content is false false attributions, doctored content and misleading headlines 	
error  <ul style="list-style-type: none"> established news organisations sometimes make mistakes mistakes can hurt the brand, offend or result in litigation reputable orgs publish apologies 	bogus  <ul style="list-style-type: none"> entirely fabricated content spread intentionally to disinform guerrilla marketing tactics; bots, comments and counterfeit branding motivated by ad revenue, political influence or both 	

DIG DEEPER...

false attribution authentic images, video or quotes are attributed to the wrong events or person	misleading content does not represent what the headline and captions suggest
counterfeit websites and Twitter accounts that pose as a well-known brand or person	doctored content content, such as statistics, graphs, photos and video have been modified or doctored

eavi
 MEDIA LITERACY
 for CITIZENSHIP
 www.eavi.eu

N.B. The impact and motivation assignments are not definitive and should just be used as a guide for discussion



(EAVI, 2017)

Practice

Directions: Using the “Beyond Fake News” infographic, identify each type of fake/misleading news and describe the creators’ possible motivations.

Example 1

10/31/19
5:50 PM



LOCAL » NEWS IN BRIEF

Man Asks Every Trick-Or-Treater If They’re The Real Dracula Just In Case

(<https://local.theonion.com/man-asks-every-trick-or-treater-if-they-re-the-real-dra-1839500565>)

Type of misleading news: _____

Why was this created?

Example 2



Hey MLS Fans, Captain Morgan here. We think there’s more fun to be had together. So tell us, which MLS star in the playoffs do you think would be the MFP – Most Fun Player – to grab a drink with? We’re giving our favorite answers Reddit Goooooold. Cheers!

(v.redd.it)

promoted by CaptainMorganUS
promoted save report

Type of misleading news: _____

Why was this created?

Example 3



Type of misleading news: _____

Why was this created?

Example 4



NEWS

CIA Admits Creating Trained Assassins Through Hypnosis and MK Ultra Mind Control



CIA Admits Creating Trained Assassins Through Hypnosis and MK Ultra Mind Control CIA Admits Creating Trained Assassins Through Hypnosis and MK Ultra Mind Control -...

(<http://now8news.com/cia-admits-creating-trained-assassins-hypnosis-mk-ultra-mind-control/>)

Type of misleading news: _____

Why was this created?

Example 5

Vaxxed2 documentary producers release devastating information about America’s hidden vaccine injury epidemic: “A war zone” of dead children

Tuesday, October 29, 2019 by: [Mike Adams](#)

Tags: [bad doctors](#), [badhealth](#), [Censored](#), [Child abuse](#), [Dangerous Medicine](#), [documentary](#), [film](#), [interview](#), [investigations](#), [Public Health](#), [public safety](#), [truth](#), [vaccine damage](#), [vaccine injury](#), [vaccines](#), [Vaxxed](#), [Vaxxed 2](#), [vaxxed II](#)

(<https://www.naturalnews.com/2019-10-29-vaxxed2-documentary-producers-hidden-vaccine-injuries.html>)

Type of misleading news: _____

Why was this created?

Example 6



NEWS

Hillary Clinton Comes Forward To Reveal She Was Born A Boy, “The Transition Was Difficult, But Worth It”



NEWS 8 – On Monday morning Hillary Clinton made an announcement on CNN that has shocked the entire nation. “On October 26, 1947 I was...

(<http://now8news.com/hillary-clinton-comes-forward-to-reveal-she-was-born-a-boy-the-transition-was-difficult-but-worth-it/>)

Type of misleading news: _____

Why was this created?

Lesson 3: Why do People Fall for Fake News?

New York State Next Generation Common Core Standards

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

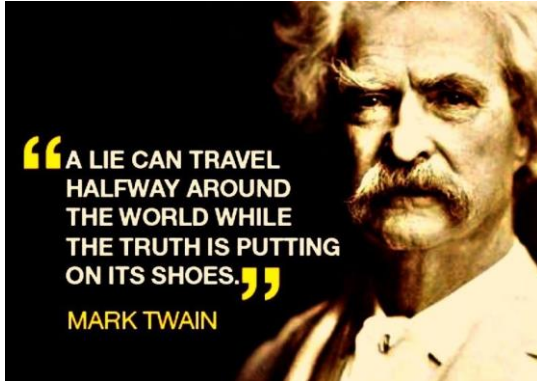
Learning Objectives

1. I can complete a close-reading of the article excerpt
2. I can understand at least 3 reasons why people believe misinformation/fake news
3. I can explain to a group of my peers what I learned about why people believe misinformation/fake news.

Timeline

Anticipatory Set:

1. Teacher will display the following quote on a smartboard or projector:



(<https://i.imgur.com/g8bOuEhg.jpg>)

2. Teacher will lead a class discussion in which students are invited to discuss what they think about this quote. Questions the teacher can ask include:
 - a. What do you think this quote means?
 - b. How does this relate to what we have been learning about fake and misleading news?
 - c. Do you agree with this quote? If so, why do you think that lies travel faster than truth?
3. After about 3 minutes of class discussion, teacher will reveal to students that Mark Twain did not actually say this, and that instead it is a famous quote that is commonly misattributed to him (Chokshi, 2017)
4. Teacher will continue class discussion for about 2-3 more minutes, asking the following questions:
 - a. Why is it ironic that this quote is commonly misattributed to Mark Twain?
 - b. Why do you think people are so easily fooled by misinformation?

Activity:

1. Teacher will begin this activity by handing out part three of students' Information Literacy Guides.
2. Teacher will separate students into small groups (2-4 students per group). Some groups will be given Excerpt 1 (Burkhardt, 2017), while others will be given Excerpt 2 (Musgrove et al., 2018). It is recommended that reluctant readers and English language learners form a group with the teacher and read from Excerpt 1, as it provides fewer language challenges.
3. As students read their excerpt, they will complete the relevant section from part three of their Information Literacy Guides.

Example: Group A reads Excerpt 1 and completes section 1 of the Information Literacy Guide Part Three. Group B reads Excerpt 2 and completes section 2 of the Information Literacy Guide.

Closing:

Peer Learning: When groups have finished reading and completed their section in part three of their Information Literacy Guides, each group will be instructed to meet with another group that read the opposite excerpt. Each group will share what they learned with the other group so that the other group can use this information to complete the rest of part three of their Information Literacy Guides

Assessment

Formative: Part three of students' Information Literacy Guides should be used to gauge students' understanding of reasons that may cause people to fall for fake or misleading news. Teacher may choose to grade this portion of the Information Literacy Guides for

completion or correctness, with point values being assigned based on the teacher's grading system.

Section 2 (information found in excerpt 2)

Define the following terms. Underline information in your article excerpt when you use it to define these terms.

The “I’ve heard it before” heuristic -

Availability Heuristic -

Confirmation Bias -

Source blindness -

Information Literacy -

Bot -

Article Excerpt 1

Teach Information or Media Literacy

Students today have never lived in a world without computers and cellphones. They have always been immersed in technology and bombarded with information. This is normal for them. They use technology easily and accept new technology readily. They are willing to experiment and are quick to discard anything that is not entertaining or that takes too long to complete. They live in a world of 3-D, virtual reality, and predictive searching. They have a preference for visual rather than written material. They skim the surface of the information they receive, rather than doing a deep dive to thoroughly research a topic. They expect technology to work for them, at lightning speed, without the need for instruction or intervention. Most people are confident that they know more than they do.

Experiments conducted by David Dunning and Justin Kruger in 1999 showed that people who know relatively little about a subject are overconfident about their level of expertise in it. The “Dunning-Kruger effect” finds that students and others overestimate what they know, despite knowing that they lack experience or knowledge of the subject. People in general tend to trust their social media friends, and students in particular tend to rely on social media for their information. The sources of information they trust are the ones their friends share with them. The expertise of the author, the possible bias of the producer, the geographic location of the creator, the facts that back up an assertion or claim, all take a back seat to the credibility of their friend network. This makes them particularly susceptible to manipulation. If they happen to have unknowingly friended a bot that feeds them misinformation, they are likely to believe that information.

Helping individuals learn to be information—or media—literate is one of the single most important skills we can offer. It translates into the ability to understand, control, and apply information. In order to combat fake news, the first step should be to start teaching students early in their education. By the time students get to high school, which is typically the first place they encounter “information literacy” today, their learning habits are ingrained. We need to teach basic information literacy skills much earlier in life, and we need to repeat lessons throughout a student’s education.

Psychologically, the first thing we see or hear about a topic is what we remember as true. The more times we hear something repeated, the more likely it is that we will remember it, even if it is not true.

...

[I]t is easy to find information, but is it not always easy to determine if that information came from an expert and trustworthy source. Students should understand that information coming from an expert source will be more reliable than information coming from an unknown source. Teachers should provide guidelines for students to use in identifying and selecting information supplied by experts.

As students reach high school, their tendency is to rely less on the expertise of their teachers and rely more on their friends. This is problematic in terms of fake news because many students get their news only from their social media newsfeed. Teens often share news they have received via social media because a headline or a picture, rather than the actual content of an article, has caught their attention. They are often unaware that they are receiving information from bots driven by algorithms based on the likes, shares, and clicks at their social media pages. They are often unaware that the information they see can be influenced by nonhuman actors.

Students often do not seek out alternate sources of information, nor do they compare information to see how details might differ. We need to encourage them to do so and show them how.

Technological interventions that are entertaining as well as instructive can help to get information across to teens.

—Excerpt from *How Can We Help Our Students?* By Joanna M. Burkhardt (2017)

Article Excerpt 2

Psychology and Fake News

Discriminating real from fake news is not easy. It takes thinking, and anytime you ask people to think, cognitive biases come to the top. Classic psychology tries to teach thinking, sometimes even critical thinking, and warning people about the cognitive biases that can often affect individuals when they try to think.

During the 2016 presidential campaign, social media was flooded with internet robots called “bots.” A bot is a piece of computer software designed to automate a task; they are not new and are used for variety of tasks. Search engines use bots to scan internet content and categorize it by keywords and phrases. Social media bots are strategically placed and created to amplify the volume of information, with high volume equaling more believability. Sometimes this is done by simply retweeting information. Other times fake personas are created that have characteristics of the group they are trying to influence, and they create the message.

Individuals tend to judge the believability of information based on familiarity. That is, the more familiar it is, the more believable it is based on the notion “I’ve heard about that,” without necessarily remembering whether the source was legitimate or not. Jacoby et al. (1989) found that non-famous names were mistaken as famous 24 hours later, as subjects unconsciously used the “I’ve heard it before” heuristic to determine fame. When bots flood the Twitter-verse with a story, it is easy to see how similar unconscious processes might raise the level of credibility of fake news.

Another key heuristic involved in believability is the availability heuristic. Things that are easily brought to the forefront of memory are given special status (Tversky and Kahneman 1974). For example, many people believe that air travel is especially dangerous, when in fact it is

not (US Department of Transportation 2017). Individuals can easily recall airplane disasters from 9/11 compared to the more recent engine failure on Southwest Airlines. The reality is that since 9/11 there have been only a few US carriers involved in crashes that have included fatalities. Train accidents in the USA are more common. More people have died or had injuries in train accidents than air accidents (US Department of Transportation 2017), but people usually do not see trains as significantly more dangerous than planes because of the availability heuristic.

Confirmation bias is another important issue to consider when questioning the validity of news. If one were to attempt to identify a single problematic aspect of human reasoning that deserves attention above all others, the confirmation bias would have to be among the candidates for consideration (Nickerson 1998). Confirmation bias is the interpretation of information in a way that it fits with an individual's existing beliefs and expectations. It is often easy to believe facts that reinforce your beliefs. Confirmation bias is certainly involved in identifying real and fake news. This simple heuristic suggests that if the news article agrees with what you think, then it is good, and if it disagrees with what you think then, it is fake.

One must be cautious, though, when using the content of the news story to evaluate the veracity of that story. Many news stories, both real and fake, involve some degree of ridiculousness. Some people are biased to say "That's crazy. It must be true, because nobody could make that up." Others are biased in the other way, saying that anything high on the ridiculousness scale must be fiction, as something that crazy could never occur in real life (Evans 1990). But, also remember, as we all "know," sometimes truth IS stranger than fiction (e.g. Florida Man Meme or the Darwin Awards), and other times fiction looks surprisingly true.

Why would anyone be interested in propagating fake news, anyway? One reason would be to use fake news to gain attention for advertising purposes. This phenomenon is called "click

bait,” such as the ubiquitous “Seventeen celebrities that have had botched plastic surgery ... You won’t believe number 11.” This is advertising plain and simple. A second reason would be that the fake news was originally put on a recognized parody or satire site, like The Onion, and then through one or two people who did not get it, retweeted the story as real news with staggering indignation, and the second life begins of a fake story began as real news. Once the story has made a lap around the Internet, people will begin to recognize it, in a “I heard about that,” but are experiencing source blindness. Source blindness occurs when you remember the information but not where it came from. Research has shown that individuals are much more likely to remember the story than remember where the story came from (Johnson, Hashtroudi, and Lindsay 1993). Lastly, and this is the worst-case scenario, fake news could be intentionally created to confuse fact and fiction. Knowledge of these psychological processes helps us understand that fake news is easily believable because it is either so prevalent, or seems to fit with our beliefs, or just feels right.

—excerpt from *Real or Fake? Resources for Teaching College Students How to Identify Fake News* by Ann T. Musgrove, Jillian R. Powers, Lauri C. Rebar and Glenn J. Musgrove (2018)

Lesson 4: How Can we Defend ourselves from Fake News?

New York State Next Generation Common Core Standards

11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

Learning Objectives

1. I can research and learn about one information literacy skill
2. I can share what I have learned with my peers
3. I can listen to my peers and learn from the information they share with me

Timeline

Anticipatory Set:

1. Teacher will play the following video on the “backfire effect”

(https://www.youtube.com/watch?v=wm_NgnZrGbg) on smartboard or television

2. Teacher will lead a brief class discussion in which students will be encouraged to share their thoughts on this phenomenon. Teacher may ask questions such as:
 - a. Why do you think people are susceptible to the backfire effect?
 - b. Have you ever doubled down on your beliefs in the face of contrary evidence?
 - c. After hearing the advice in the video, how might you combat the backfire effect in real life?
3. Teacher will then ask two or three students to raise their hands and share one thing that they learned in this unit so far.

Activity:

1. Teacher will separate students into 11 groups (or have 11 students work individually). In a class with fewer students, teacher may choose to assign some groups multiple skills to research. If a group is presenting on more than one skill, it is recommended that they be assigned two “less challenging” skills, or one “less challenging” and one “more challenging” skill.
2. Teacher will assign each group one information literacy skill/strategy from the List of Information Literacy Skills and Strategies
3. Each group will be responsible for researching their assigned skill or strategy and preparing a 5-minute presentation on the skill/strategy to their classmates. Students may use books, the internet, and/or other resources to conduct their research
4. Peer learning: When students have completed their research and prepared their presentations, each group will present to their classmates and teach them about their assigned information literacy skill or strategy. As groups present on their strategy, the

rest of the class should be listening and completing part four of their Information Literacy Guides.

Closing:

Teacher should ask students if they have questions about any of the skills or strategies that were shared. The group who presented on the strategy in question should be given the opportunity to answer any remaining questions from their peers. However, if the presenting group is unable to answer a peer's question, the teacher should attempt to answer, ensuring that all students have a thorough understanding of these skills. These skills and strategies will be required for the next lesson in this unit.

Assessment

Formative: Students will be graded on their ability to conduct thorough research and present one information literacy skill/strategy to their peers. Suggested point values (may be adjusted in order to fit teacher's grading system):

- a. (5 points) Group explains in detail what their skill/strategy is and how it is used
- b. (5 points) Group explains how this skill or strategy helps people avoid falling for fake news/misinformation
- c. (5 points) Group explains strengths and weaknesses of this skill or strategy
- d. (3 points) Group provides sources for their research
- e. (2 points) Group gives an example of how this strategy could be applied

List of Information Literacy Skills

Each group should research and present on one of the following skills:

Most Challenging

1. **Backtracking**/Finding the original source
2. **The CRAAP Method**
3. **The Ultimate Cheatsheet for Critical Thinking**

More Challenging

4. **LibGuides**
5. Check for potential **bias**
6. Check the author or organization's **credibility**
7. Use **libraries** and **librarians** as resources

Less Challenging

8. Look for **multiple sources**
9. **Reverse Image Search**
10. Check the **URL** and **format** of the website
11. **Fact-Checking** Websites

Information Literacy Guide Part Four

Directions: As your classmates present, please complete this section of your Information Literacy Guide. Take thorough notes, as you will need these skills for the next lesson in this unit.

Backtracking

How does this skill work?

Examples:

Resources:

The CRAAP Method

How does this skill work?

Examples:

Resources:

The Ultimate Cheatsheet for Critical Thinking

How does this skill work?

Examples:

Resources:

Libguides

How does this skill work?

Examples:

Resources:

Check for Potential Bias

How does this skill work?

Examples:

Resources:

Check the author or organization’s credibility

How does this skill work?

Examples:

Resources:

Use libraries and librarians as resources

How does this skill work?

Examples:

Resources:

Look for multiple sources

How does this skill work?

Examples:

Resources:

Reverse Image Search

How does this skill work?

Examples:

Resources:

Check the URL and format of the website

How does this skill work?

Examples:

Resources:

Fact-Checking Websites

How does this skill work?

Examples:

Resources:

Lesson 5: Practicing Information Literacy

New York State Next Generation Common Core Standards

11-12R5: In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.

(RI)

11-12R7: In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)

11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

Learning Objectives

1. I can use three (3) information literacy skills and/or strategies to determine whether a news article is real or fake
2. I can create a case study and prove my thinking

Timeline

Anticipatory Set:

1. Teacher will begin class by briefly asking a few students to share what they have learned so far. Next, the teacher will show a list of headlines from news articles and offer students the chance to choose which news article they want to use for their case study.
 - a. The teacher should not reveal which articles are real and which are fake.
 - b. The teacher may impose a maximum number of students who can choose each article. This can ensure that students don't all cluster on only a few articles.
2. Once students have selected their articles, teacher should lead an informal class discussion in which each student is asked to make predictions about whether their article is real or fake.

Activity:

1. Teacher will provide students with links or printouts of their chosen news articles.
2. Students will use computers to read their news articles and begin working on their case studies using the Case Study Worksheet.
 - a. Each case study should utilize three information literacy skills and/or strategies to determine whether an article is real or fake.
 - b. Students who utilize the CRAAP Method or the Ultimate Cheatsheet for Critical Thinking can be allowed to use a total of two information literacy skills on their chosen article.

Closing:

Teacher will display the news article headlines in the front of the classroom and read each headline aloud. After reading each headline, teacher will stop and ask students who worked on this article to raise their hands and share:

- a. Whether they think this article is real or fake
- b. One skill they used to determine whether the article was real or fake and what that skill revealed about their chosen article

Assessment

Summative: Students will turn in their case study worksheets for a grade. Suggested point values (may be adjusted in order to fit teacher's grading system):

- a. (3 points) Completed the three introduction questions
- b. (5 points) Correctly applied first information literacy to news article
- c. (5 points) Correctly applied second information literacy strategy to chosen news article
- d. (5 points) Correctly applied third information literacy strategy to chosen news article
- e. (2 points) Correctly identified news article as real or fake/misleading in conclusion section
- f. (3 points) in conclusion section, student identified at least one reason that it is important for people to know whether this news article is real or fake - identified a consequence of believing/not believing the news presented in this article
- g. (2 points) Provides personal opinion on whether information literacy is important/useful and explains why or why not in conclusion section.

Real News Articles

1. [Feral Cats in Australia Sentenced to Death by Sausage](#)
2. [Billionaire tech mogul Bill Gates reveals he banned his children from mobile phones until they turned 14](#)
3. [Domino's Pizza Repaves Potholes In Milford, Delaware](#)
4. [Amazon paid no federal taxes on \\$11.2 billion in profits last year](#)

Fake/Misleading News Articles

5. [BREAKING: Illegal Muslim From Iran Arrested for Starting California Wildfires](#)
6. [NASA SHOCK: Huge 'alien herd of animals found in space probe images of Mars'](#)
7. [Mars Rover Captures Photo of Growing "Mushrooms"](#)
8. [World's elite try to WIPE OUT all knowledge and use of natural cures, while they privately use them for their own longevity](#)
9. [Judge Sentences Lori Loughlin To 100 Hours Of Community Theater](#)
10. [Are You On Donald Trump's 'Kill' List? Stickers On Your Mailbox Will Determine Your Fate](#)

List of News Article Headlines

1. Billionaire tech mogul Bill Gates reveals he banned his children from mobile phones until they turned 14
2. NASA SHOCK: Huge 'alien herd of animals found in space probe images of Mars'
3. Domino's Pizza Repaves Potholes In Milford, Delaware
4. Amazon paid no federal taxes on \$11.2 billion in profits last year
5. BREAKING: Illegal Muslim From Iran Arrested for Starting California Wildfires
6. Are You On Donald Trump's 'Kill' List? Stickers On Your Mailbox Will Determine Your Fate
7. Mars Rover Captures Photo of Growing "Mushrooms"
8. World's elite try to WIPE OUT all knowledge and use of natural cures, while they privately use them for their own longevity
9. Judge Sentences Lori Loughlin To 100 Hours Of Community Theater
10. Feral Cats in Australia Sentenced to Death by Sausage

Feral Cats in Australia Sentenced to Death by Sausage

Feral Cats in Australia Sentenced to Death by Sausage

By Mindy Weisberger April 30, 2019 Animals



Performing sweeping culls of feral cats may be the only way to prevent the extinction of vulnerable Australian wildlife.

(Image: © Shutterstock)

It's raining poison sausages in Australia, in regions of the country that are home to thousands of feral cats.

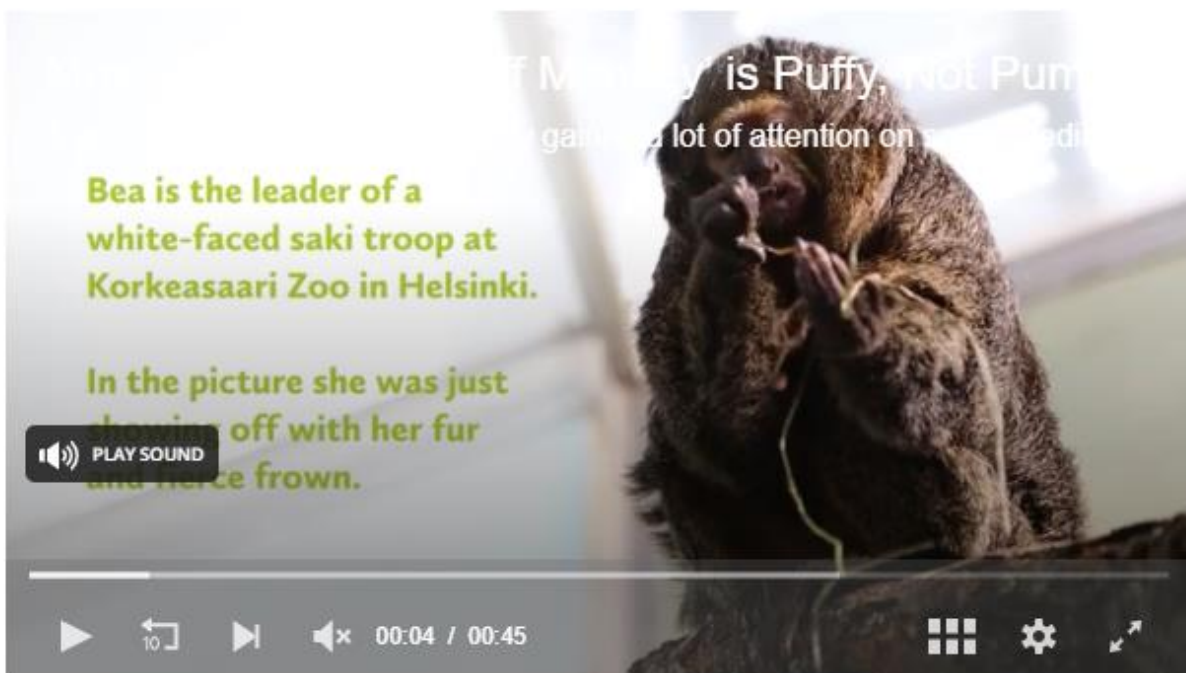
Airplanes dropped the deadly bait over dozens of square miles of ground, as part of the Australian government's initiative to reduce populations of **feral felines**. These invasive predators kill hundreds of millions of native birds, mammals and reptiles each year and have already driven many species in Australia to extinction, [The New York Times](#) reported on April 25.

The poison payloads are packed with kangaroo meat and seasoned with spices and chicken fat, and they also contain one deadly ingredient: a poisonous chemical called sodium fluoroacetate, which occurs naturally in Australian plants in the *Gastrolobium* genus. This compound is lethal to cats and other nonnative carnivores but will not harm indigenous Australian species that have evolved resistance to the toxin, according to the Times. [Photos: [See the World Through a Cat's Eyes](#)]

Sodium fluoroacetate is an odorless, tasteless white powder that prevents cells from processing energy, leading to unconsciousness and death, according to Australia's [Department of Sustainability, Environment, Water, Population and Communities](#) (SEWPAC).

RECOMMENDED VIDEOS FOR YOU...

LIVESCIENCE



Another type of bait sausage being dropped in Australia contains a pellet of the toxic compound para-aminopropiophenone, which cats will swallow whole but smaller mammals will avoid, SEWPAC reported.

While cat lovers may be troubled at the prospect of felines being deliberately poisoned, Australia's [out-of-control feral cat population](#) has decimated the continent's wildlife for many decades.

Cats are an invasive species in Australia; they arrived with European settlers in the 1700s, and feral colonies were established in the wild by the 1850s, SEWPAC reported. Since then, 34 mammal species found only in Australia have vanished, and cats are thought to be directly responsible for 22 of those extinctions, the Times wrote.

Cats are currently identified as a threat to 35 species of birds, 36 mammal species, seven reptile species and three amphibian species, SEWPAC reported.

Researchers determined in 2018 that feral cats in Australia kill an estimated 1 million reptiles on average in a single day. Tallies of annual death tolls racked up by Australia's feral cats are staggering: about 316 million birds and 596 million reptiles, according to the Australian Wildlife Conservancy.

Between 2 million and 6.3 million cats roam Australia, and they can be found on nearly 100% of the continent, including 80% of its islands. When the latest feral cat cull was announced, in 2017, Australia Threatened Species Commissioner Gregory Andrews named cats "the single biggest threat to our native animals," declaring that the cull was necessary to safeguard the future of vulnerable wildlife, according to The Sydney Morning Herald.

Approximately 211,000 cats were culled in Australia in 2016; the current cull will take place through 2020, with the goal of eradicating 2 million cats through poison bait, shooting and trapping, the Herald reported.

- [Here, Kitty, Kitty: 10 Facts for Cat Lovers](#)
- [In Photos: The Peskiest Alien Mammals](#)
- [Meet the Rare and Fabulous Felines of 'Super Cats' \(Photos\)](#)

Originally published on Live Science.

(Weisberger, 2019)

Billionaire tech mogul Bill Gates reveals he banned his children from mobile phones until they turned 14

Billionaire tech mogul Bill Gates reveals he banned his children from mobile phones until they turned 14

Wearing an £8 Casio watch during an interview with The Mirror, the Microsoft founder also says he limits his youngest's screen time before she goes to bed

SHARE       COMMENTS

By **Emily Retter** Senior Feature Writer
11:11, 21 APR 2017 | UPDATED 15:56, 27 JUN 2018

TECHN



Bill Gates speaks during his interview with the Mirror in London (Image: Ian Vogler/Daily Mirror)

Get the biggest [Daily News](#) stories by email

Enter your email

Subscribe

We will use your email address only for sending you newsletters. Please see our [Privacy Notice](#) for details of your data protection rights

As you wrestle the [tablets](#) from your square-eyed kids for the 10th time today, it might be reassuring to hear the king of Silicon Valley shares your worries.

Bill Gates is the legendary founder of the world's largest software firm, [Microsoft](#) – a company that made him the richest man in the world.

But even one of humanity's greatest technological innovators still banned his kids from having mobiles until they were 14, forbids them at the dinner table and limits his youngest's screen time before she goes to bed.

RECOMMENDED



Andre G. suffers a injury le star Son



Couple 'l TUI Caril cruise fo sex too l



Nicole Si plunges Celebrity by break



Strictly's Ballas 'fi Anton in her whil tears



Disturbi Britney : shaved I confirm after bre

PROMOTED STORIES

RECOMMENDED



Leaked s enrages surprise booted c



if you ha

Father to Jennifer, 20, Rory, 17, and Phoebe, 14, he admits: "We often set a time after which there is no screen time and in their case that helps them get to sleep at a reasonable hour.



Bill Gates and his family (L to R) daughter Jennifer, wife Melinda, daughter phoebe, and son Rory

"You're always looking at how it can be used in a great way – homework and staying in touch with friends – and also where it has gotten to excess.



Tell us what you think

Comment Below

"We don't have cellphones at the table when we are having a meal, we didn't give our kids cellphones until they were 14 and they complained other kids got them earlier."

Just which phones they got is not clear – possibly not those designed by his long-time rival, the late Apple founder Steve Jobs?

But Gates' no-nonsense approach should not be a surprise. He is famous for it. There may be £67billion to his name but there's nothing excessive or showy about the man in the

flesh.

Wearing an £8 Casio watch and assuring me that he had a "very nice curry last night", the 61-year-old adds: "I'm big on pretty mainstream American hamburgers, McDonald's, Burger King."



RECOMMENDED





Bill Gates visit Gularia village in Khagaria in 2010 (Image: Getty)

This is a man who, as a child growing up with his lawyer father and philanthropist mother in Seattle, Washington, read an entire collection of encyclopedias and was even sent to see a psychologist because he spent so much time in solitary contemplation.

Somehow, there is not the enormous sparkle you would expect from a man making such an awe-inspiring difference to our world.

After dropping out of Harvard to found Microsoft with Paul Allen in 1975, he transformed personal computing. And after setting up the Bill and Melinda Gates Foundation in 2000 with his wife of 13 years, he has given billions to fund worldwide aid. The move has inspired other billionaires, like Facebook founder Mark Zuckerberg, to do their bit.

After quitting as Microsoft chairman in 2014, he dedicated himself to the Foundation and is arguably the greatest philanthropist ever – yet small in stature and unassuming. But no frills is probably what the UK needs this week.

M READ MORE

- Revealed: Bill Gates rejected the chance to buy Liverpool before Fenway Sports Group purchased Premier League giants



Paul Allen and Bill Gates in 1981 (Image: Rex Features)

His two-day visit has come as Theresa May deliberates her snap election manifesto – one many fear may leave blank any pledge to keep to our target of spending 0.7% of GDP on foreign aid. Gates travels to the poorest countries searching for solutions to their issues. Vaccines, in particular, are a passion.

"We are hoping this will be the last year any child gets polio," he says. "Because of the UK's investment in the Global Polio Eradication Initiative, 1.6 million people who would have been paralysed by polio are living normal lives." Safeguarding against potential global epidemics, including bio-terrorism, is another theme.

In opposition to whispers of aid cutbacks here – and in America under President Trump – he is optimistic about the progress aid is making and why it is necessary for us all.

"In 1930, only three out of 10 people could read. Today, more than eight in 10 are literate," he says. "As recently as 1950, three-quarters of the world was still living in extreme poverty. Today, that number is less than 10%. In 1990, one in 10 children died before five, almost entirely of preventable causes. Today, that number is lower than one in 20."

M READ MORE

► From Gordon Ramsay to Bill Gates, Simon Cowell and Elton John: 14 stars who WON'T leave whole fortune to their kids

Gates adds: "The truth is, investing in the health and wellbeing of people in a poor country pays dividends far beyond that country's borders. The UK's foreign aid investments are long-term investments in the health and security of British citizens here at home. It concerns me some world leaders are misinterpreting recent events as reasons to turn inward."

His charisma is clearly there in his words, if not his demeanour. And his greatest passion of all is for children. "If I could pick just one number that highlights the effectiveness of development aid, it would be 122 million. That's the number of children's lives saved since 1990," he says.



Bill Gates with The Mirror's Emily Retter (Image: Ian Vogler/Daily Mirror)

Gates will join teens from deprived areas in a Big Debate event in London, partnered by Comic Relief, to consider the success of foreign aid. "Every child has massive potential," he says.

It is only natural, then, that the man who puts every child in the world first often refers to his own brood. The only downside to his success and profile, he admits, is when it hits quality time with them.

He says they, and his wife, are key to his happiness, not his wealth.

"Having money doesn't give you all the answers," he shrugs.

- Comic Relief presents: The Big Debate is inspired by Debate Mate and in partnership with the Bill & Melinda Gates Foundation.

(Retter, 2018)

Domino's Pizza Repaves Potholes In Milford, Delaware

Domino's Pizza Repaves Potholes In Milford, Delaware

June 11, 2018 at 8:43 pm Filed Under: Domino's Pizza, Local TV, Talkers



Follow CBSPHILLY Facebook Twitter

MILFORD, Del. (CBS) – "Paving for Pizza" is determined to help cities across the country repave potholes.

The company has repaired potholes in cities across the country, including 40 potholes in Milford, Delaware.

Kilauea Volcano Still Erupting; More Than 600 Homes Destroyed

"Potholes, cracks, and bumps in the road can cause irreversible damage to your pizza during the drive home from Domino's," said the company in a release. "We can't stand by and let your cheese slide to one side, your toppings get un-topped, or your boxes get flipped. So we're helping to pave in towns across the country to save your good pizza from these bad roads."

Domino's is letting it know they are fixing potholes but writing, "OH YES, WE DID," on the repaved area of the street.

FOLLOW US



OUR | NEWSLETTER

Sign up and get our latest headlines delivered right to your inbox!

Email address

Subscribe Now!

MOST VIEWED



'She Was Not Garbage': Community Remembers 22-Year-Old Woman Found Shot Dead In Alley After Sunday's Eagles' Game



350 SEPTA Passengers Stranded On Tracks For Hours Because Of Wire Issue



Neighbors React After Off-Duty Officer Opens Fire At 2 Men Attempting To Steal His Vehicle In East Oak Lane



Man Involved In Delaware Crash That Killed 5 Members Of New Jersey Family Sentenced To 1 Year Of Probation



Police Searching For Suspect In Red Track Suit Accused Of Firing Shots At Man During Fight In East Germantown



Former South Jersey Teacher Sentenced For Secretly Recording Boys In Bathroom At Theater Camp



Police: Man Punches Woman In Face, Throws Bar Stool At Her After Being Denied Access To Kensington Bar



1 Person Killed In Bucks County Car Crash



credit: Domino's

Sinkhole Nearly Swallows Pickup Truck In Mount Holly Following Heavy Rain

The 40 potholes that were repaired stretched across 10 different roads.

"Facing an already harsher winter than usual for Delaware, this is an opportunity to get additional money to stretch our city's limited resources," said Eric Norenberg, City Manager of Milford, Delaware.

Report: 37 US Children Die In Hot Cars Each Year

Customers have the ability to nominate their city on the Domino's website. Click [here](#) for more information.

More Coverage:

Eagles Win 2nd Straight Game With 22-14 Victory Over Chicago Bears

Man Killed, 14-Year-Old Boy Injured In West Philadelphia Shooting

Crews Battle Large Fire At Abandoned Warehouse In Kensington

WATCH: Video Shows Water Gushing From One Liberty Place In Center City



Police Searching For Suspect Wanted For Assault At South Philadelphia Bar

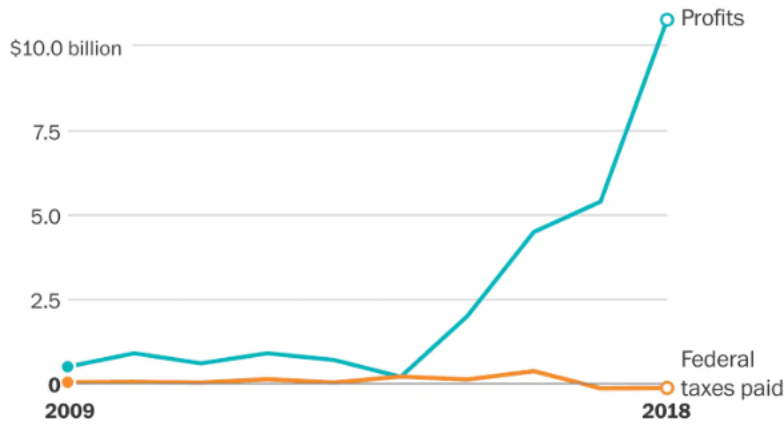
(CBSPhilly, 2018)

Amazon paid no federal taxes on \$11.2 billion in profits last year

Amazon paid no federal taxes on \$11.2 billion in profits last year

Amazon's profits rapidly outpace its tax burden

From 2009 to 2018, Amazon paid an effective federal tax rate of 3.0 percent on profits totaling \$26.5 billion.



Source: Institute for Taxation and Economic Policy analysis of Amazon corporate filings

THE WASHINGTON POST

(Illustration by Christopher Ingraham for the Washington Post)

By **Christopher Ingraham**

Feb. 16, 2019 at 8:00 a.m. EST

Amazon, the e-commerce giant helmed by the world's richest man, paid no federal taxes on profit of \$11.2 billion last year, according to [an analysis of the company's corporate filings](#) by the Institute for Taxation and Economic Policy (ITEP), a progressive think tank.

Thanks to a variety of tax credits and a significant tax break available on pay handed out in the form of company stock, Amazon actually received a federal tax rebate of \$129 million last year, giving it an effective federal tax rate of roughly -1 percent.

Most Read

- 1 Mulvaney allies to lead stonewall against Democrats' impeachment inquiry
- 2 How Elizabeth Warren's Medicare-for-all plan would work
- 3 White House officials ramp up new tax cut talks, as Trump seeks sharp contrast with 2020 Democrats
- 4 U.S. military spending set to increase for fifth consecutive year, nearing levels during height of Iraq war
- 5 Researchers say there's a simple way to reduce suicides: Increase the minimum wage

Today's Headlines newsletter

The most important news stories of the day, curated by Post and delivered every morning.

Enter your email address

Sign up

By signing up you agree to our [Terms of Use](#) and [Privacy Policy](#)

Podcast

Post Reports

It is the second year in a row the company has enjoyed a negative federal tax rate on a multibillion dollar profit. That would place the company's effective federal tax rate below the rate paid by the poorest 20 percent of American households, which had an effective federal tax rate of 1.5 percent in 2015, [according to the Tax Policy Center](#).

"Amazon pays all the taxes we are required to pay in the U.S. and every country where we operate, including paying \$2.6 billion in corporate tax and reporting \$3.4 billion in tax expense over the last three years," said an Amazon spokeswoman, Jodi Seth, in a statement. "We have invested more than \$160 billion in the U.S. since 2011, building a network of more than 125 fulfillment and sortation centers, air hubs and delivery stations as well as cloud-computing infrastructure and wind and solar farms."

(Amazon founder Jeffrey P. Bezos owns The Washington Post.)

Matthew Gardner, an ITEP senior fellow, called the situation a failure of American tax policy. "Their U.S. profits doubled in the last year. If anyone is ever going to be subject to the corporate income tax, you would hope it would be Amazon," he said.

From 2009 to 2018, the company earned roughly \$26.5 billion in profit and paid approximately \$791 million in federal taxes, for an effective federal tax rate of 3.0 percent for the period, according to ITEP's analysis. That is well below the statutory 35 percent corporate tax rate in effect for most of that period, as well as the 21 percent rate ushered in last year with 2017's Tax Cuts and Jobs Act.

Like many other large companies, Amazon reduces its effective tax rate each year using a variety of credits, rebates and loopholes. For Amazon, the most lucrative of those was a tax break for pay given out in the form of stock options, which allowed the company to shave roughly \$1 billion off its 2018 tax bill, Gardner said. That would represent nearly half of the total federal tax bill levied on the company's profit of \$11.2 billion, he said.

[Previous ITEP analysis](#) has shown that between 2008 and 2015, profitable Fortune 500 companies paid an average effective federal tax rate of 21.2 percent, well under the statutory 35 percent rate in effect in that period. One hundred of the companies had paid zero or negative tax in at least one profitable year, and 58 of them had multiple zero-tax years while being profitable.

Publicly traded companies such as Amazon have a [legal responsibility to act in shareholders' best interests](#), a mandate that many companies interpret to mean maximizing shareholder value by numerous means, including [reducing their tax burdens](#).

"By all indications, Amazon appears to be using the tax breaks that Congress has made available," Gardner said.

But he added that in the long-standing environment of federal budget deficits, when a company such as Amazon avoids billions in taxes, that money will ultimately have to come from somewhere. “It could take the form of two billion cut out of infrastructure spending,” he said. “Or it could take the form of tax hikes down the road at some level on someone else, probably middle-income families and small businesses.”

Gardner says that most of the tax breaks used by profitable businesses to reduce or eliminate their tax burdens were instituted at the behest of deep-pocketed and well-connected corporate lobbyists. “In a political system that runs on private money, it’s always going to be hard to vote against the folks who have the money,” he said. “Companies haven’t been shy about pouring millions of dollars to prop up a system that benefits them.”

Research has shown, for instance, that congressional offices give serious consideration to input from business groups in crafting legislation. Surveys have shown that many staffers acknowledge changing their minds on issues after speaking with lobbying groups, and that they view correspondence from businesses as more representative of constituent opinion than letters from regular citizens. Political scientists think these factors partly explain why, in cases in which business interests and public opinion diverged, Congress has often come down on the side of the former.



Here's how Rep. Alexandria Ocasio-Cortez (D-N.Y.) and other politicians influenced Amazon's decision to cancel its plan for a second headquarters in New York. (Amber Ferguson/The Washington Post)

Amazon [recently canceled plans](#) to build a campus in New York City after fierce opposition from local activists, unions and politicians incensed over the \$3 billion in state and local incentives promised to the company to sweeten the deal. “Rather than seriously engage with the community they proposed to profoundly change, Amazon continued its effort to shake down governments to get its way,” New York state Sen. Michael N. Gianaris (D-Queens) said in a statement. “It is time for a national dialogue about the perils of these types of corporate subsidies.”

 815 Comments

(Ingraham, 2019)

BREAKING: Illegal Muslim From Iran Arrested for Starting California Wildfires

BREAKING: Illegal Muslim From Iran Arrested For Starting California Wildfire

LOCK THIS ANIMAL UP!



The California wildfires devastated the northern part of the state. Police initially arrested one suspect but released him after an investigation was conducted because the investigation led them to the actual person responsible for the fires: a 23-year-old man named Muhammad Islam.

Islam was born in Tehran, Iran and came to the United States in 2015 on a student visa, which expired when he dropped out of Dartmouth in November 2016. Fox News reported Thursday:

It is unclear what he has been doing since last November. Islam has no social media presence, no phones in his name, no known addresses, and no known aliases.

"It's like he's a ghost," a source at the California FBI told Fox. "The Obama administration just lost him."

So far, Islam is being uncooperative with the FBI, refusing to answer questions.

According to law enforcement, he was seen exiting a wooded area along California's Interstate 42. Investigators found a can of gasoline and a blowtorch discarded near the spot where witnesses and photographs place Islam. Fingerprints on the gas can match Islam's.

Islam was investigated in 2015 when money he sent back home from the United States was flagged as suspicious, but the investigation was closed because the recipient was a family member.

(Mannington, 2017)

NASA SHOCK: Huge 'alien herd of animals found in space probe images of Mars'

NASA SHOCK: Huge 'alien herd of animals found in space probe images of Mars'

MARS could be flourishing with Earth-like life according to a shocking conspiracy theory sparked by these NASA images. Pictures taken from above by space probes reveal there is a thriving ecosystem supporting life on the Red Planet — according to wild claims spreading online.

By JON AUSTIN

PUBLISHED: 09:12, Sun, Apr 1, 2018 | UPDATED: 09:38, Sun, Apr 1, 2018



A video uploaded to YouTube shows the pictures which show a cluster of objects on the planet's surface spanning for miles.

And another angle appears to reveal other parts of the area rumoured to be feeding zones for the "alien animals".

conspiracy theorist Neal Evans claims this is proof of life on the Red Planet — alongside an entire environment capable of supporting them.

He said: "I believe this to be a habitable lush thriving ecosystem on Mars."

"I studied the section of map for hours and compared it to birds eye views of places on earth, and it seems to be next to the north pole.



The 'animal herd' on Mars (right) compared to those on Earth.

RELATED ARTICLES



'Alien face' in NASA image of Mars is 'proof of extraterrestrial life'



'Mushroom cloud' on Mars 'proof alien life wiped out by nuclear war'

I believe this to be a habitable lush thriving ecosystem on Mars.

Neal Evans



"The images are all low resolution, but you can see clear water lines, lakes, either vegetation or some type of life forms seeming to be dependant on the water source."

He posted the original footage to his YouTube channel — named Disclose Screen — where he has received thousands of views,

Dailystar.co.uk reports

Viewers were gobsmacked by what they saw.

One comment read: "We have seen bases on Mars, and a space fleet and now they are growing stuff."

And another added: "Well spotted. A real eye opener. Hard to begin to imagine what is out there, and what discoveries will be made in life times to come."

Mr Evans added: "I have been studying Mars and its story for years — we only know what they allow us to know.

Are these the strangest findings on Mars?

Tue, September 26, 2017

Take a look through some peculiar things seen on Mars

PLAY SLIDESHOW 



A still from a NASA video shows a bear like figure on Mars

RELATED ARTICLES



Is nuclear fusion key to rocket fast enough to land rockets on Mars?



I've been to Mars and it's full of ALIEN bodies claims lawyer

"It's hard to say if this could be new life or a new thriving life, my guess is from what i have mapped out this could be a new ecosystem like an early earth, prehistoric life that naturally formed or had a kick start from who knows?"

"Mars is a treasure trove of ancient history and mind blowing discoveries new and old, if Mars was obliterated due to a nuclear impact it was done for a reason."

NASA says the truth is hat there simply is no life on Mars.

Close up images taken by rovers on the planet show barren landscape.

Mysterious 'alien head' crater discovered on surface of Mars



RELATED ARTICLES



PREHISTORIC MARS: Alien frenzy over 'fossils' found on Red Planet



Life on Mars? Claims 'aliens spotted by ruins in Nasa image'

The US space agency says the Red Planet was stripped of its atmosphere by solar storms from the sun billions of years ago, and it therefore lost all its oceans and can not sustain life.

There are traces of surface water and ground water left that it believes may be able to support the most simplistic life forms but nothing has been found as yet.

According to sceptics Mr Evans is likely to be suffering with pareidolia - a phenomenon when the brain tricks they eyes into seeing familiar objects or shapes in patterns or textures.

The objects in question are just likely to be geological features of the Martian surface.

RELATED ARTICLES

- › **Life on Mars? Former lake found which could have held life**
- › **NASA finds evidence Mars could have teemed with alien life**
- › **MARS HENGE: Is 'perfect stone circle' proof of intelligent aliens?**

(Austin, 2018)

Mars Rover Captures Photo of Growing “Mushrooms”

MARS ROVER CAPTURES PHOTO OF GROWING “MUSHROOMS”

NASA yet to comment on proof of life on red planet

Sputnik - MARCH 26, 2019 [Comments](#) [Print](#)

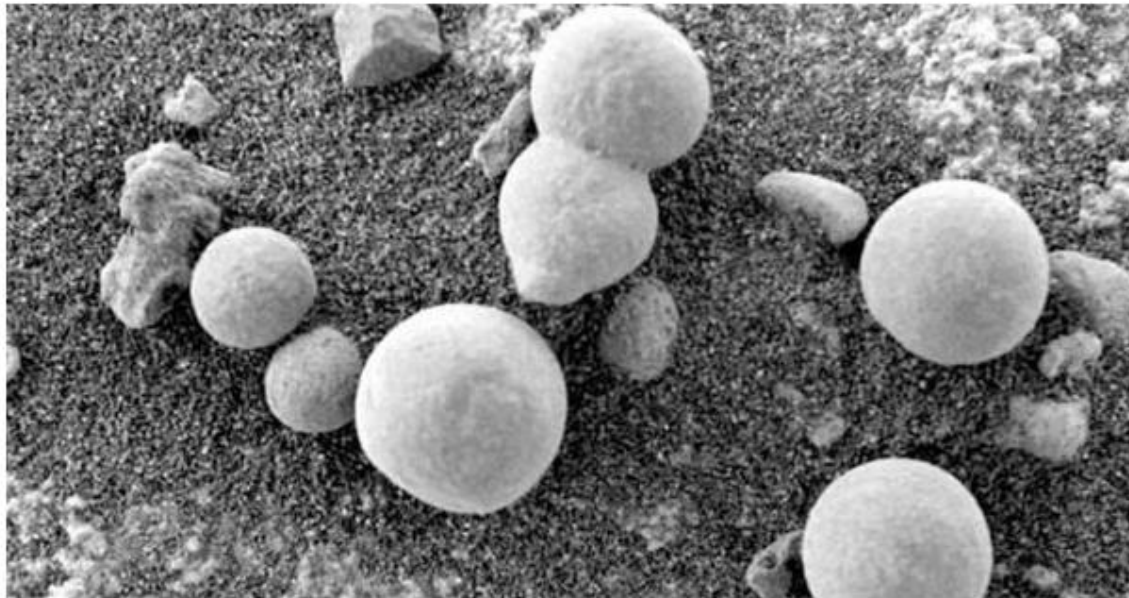


IMAGE CREDITS: NASA, NASA/JPL-CALTECH



The finding, along with the pictures themselves, has been subjected to an extensive peer review, and the majority of researchers appear to support the hypothesis.

An array of new snapshots purporting to sport “Martian mushrooms” have assured scientists that there is life on the Red Planet, with the 15 images by NASA’s Curiosity Rover becoming central in a new study published in the *Journal of Astrobiology*.

The photos from the two-year mission are said to show the potential life forms in the making, as they emerge from Mars’s red sand dunes – from what looks like algae to mushroom and lichen.

According to Dr. Regina Dass, a microbiologist from Pondicherry University in India, no non-living force, known to humans, could have shown the obvious growth in size and volume “in just three days”.

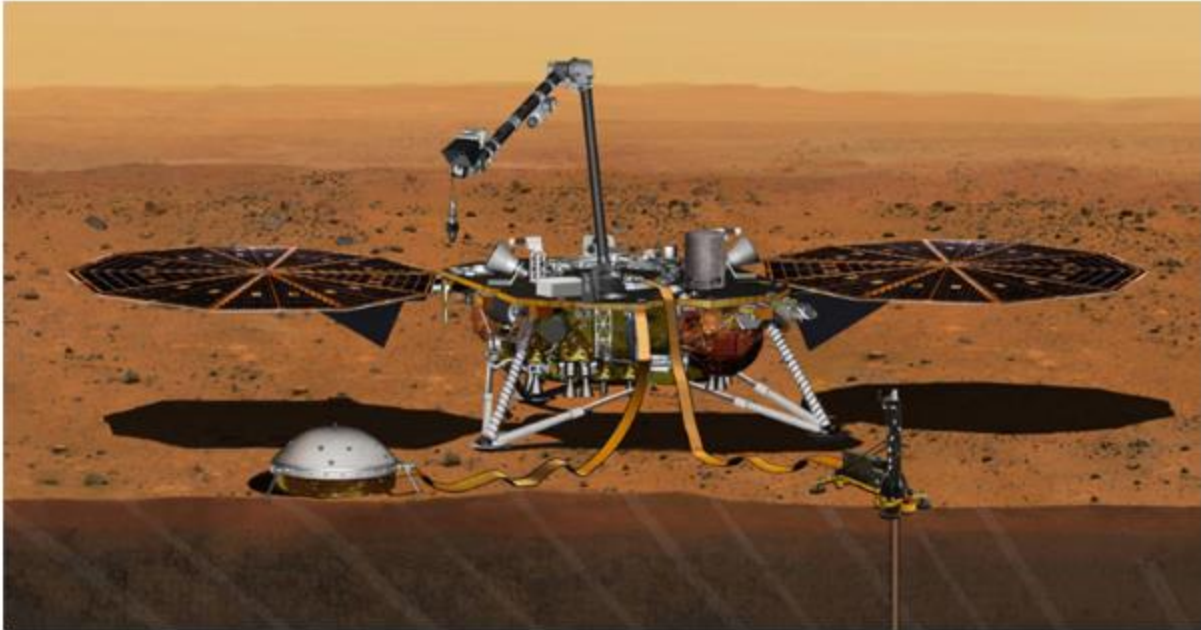
“There are no geological or other abiogenic forces on Earth which can produce sedimentary structures, by the hundreds, which have mushroom shapes, stems, stalks and shed what looks like spores on the surrounding surface”, she was quoted by *The Express* as saying.



With no images transmitted back to Earth from their space probe, Alex Jones reveals the truth behind China's exploration of the dark side of the moon, an adventure that, in all likelihood, has already been carried out by covert, American run space programs.

Meanwhile, NASA hasn't yet commented on the research, although the majority of experts that engaged in a peer review tend to agree with the hypothesis. Three of six independent scientists and eight senior editors, who subjected the report to scrutiny, rejected the evidence outright, saying the specimens featured in the images are not biological ones, but more likely hematite, a form of iron oxide.

The journal's official position reads that "evidence is not proof and there is no proof of life on Mars", adding that "abiogenic explanations for this evidence can't be ruled out."



(Photo by NASA)

The speculation arrived against the backdrop of Exomars, a joint mission by the European Space Agency and Russian space corporation Roscosmos, seeking to find evidence of life on Mars. First launched in 2003, it earlier unveiled images that showed “clear signs” of past water activity on the surface of our smaller, redder neighbor.

In a study published in the Journal “Geophysical Research: Planets, Mars Express” researchers explored 24 deep, enclosed craters in Mars’ northern hemisphere and claim to have found the first geological evidence of an intertwined water system, apparently former lakes, deep beneath the Martian surface. In five of the 24 craters, scientists detected an array of clays, carbonates, and silicates, which are closely linked to the emergence of life on Earth and which essentially prop up the theory that Mars, similarly, had the necessary components for life at some point in the past.

(Infowars, 2019)

World's elite try to WIPE OUT all knowledge and use of natural cures, while they privately use them for their own longevity

World's elite try to WIPE OUT all knowledge and use of natural cures, while they privately use them for their own longevity

Monday, March 25, 2019 by: S.D. Wells

Tags: *badhealth, badmedicine, chemical agriculture, chemical food, chemical medicine, disease causes, history of medicine, Homeopathy, medical monopoly, Medical Tyranny, medical violence, natural cures, natural health, naturopath, organic food, organic medicine, real investigations, remedies, truth*



13K
VIEWS



(Natural News) The dark side of Western medicine has been erased from U.S. history books and from Google search results, along with any trace of truth about the success of natural cures and homeopathic medicine. Any doctors or scientists who attempt to “peer review” natural remedies are stripped of their medical license or research funding by the corrupt [American Medical Association \(AMA\)](#) and Big Pharma. In fact, at least [half of all clinical “trials”](#) have never been reported, because when natural cures are proven to work, the results are removed or skewed in favor of chemical medicine. The American healthcare system is set up to profit from illness, and those in charge are making sure that never changes.



SAVE EVEN MORE WITH AUTOSHIP
FROM THE HEALTH RANGER STORE

- Order once and get an additional **5% OFF** for all future orders of the same item!
- Customize your plan and get full control over your shipping schedule.

5% OFF LIFETIME DISCOUNT

SHOP NOW

It all started when [oil tycoon J.D. Rockefeller](#) decided to control modern medicine by empowering the pharmaceutical industry while crippling the highly successful practices of [naturopathy and homeopathy](#). How did Rockefeller accomplish this? He funded bogus research by a man named Andrew Flexner, who then authored the infamous Flexner Report of 1910. Flexner used the money to visit every U.S. medical school, and with the backing of the AMA, reduced the number of physicians while limiting “authorization” of any new medical school licenses to doctors who supported only chemical medicine.

The Rockefeller family waged war on natural cures and holistic healing, while privately using them for his own health

Today’s mainstream medicine is nothing but sick care management, where chemical pills are dished out to quell symptoms of deep-rooted illnesses, and surgery, radiation and chemotherapy are used to only temporarily stave off organ failure, heart attacks, and cancer. Most of the richest Americans know better than to eat GMOs, drink tap water, get flu shots, or ever even consider chemotherapy for cancer. These elitists eat organic food daily, they take organic supplements, and they visit naturopathic physicians when they get sick. The only time they visit hospitals is for emergencies when they incur a deep cut or broken bones.



Discover how to prevent and reverse heart disease (and other cardio related events) with this free ebook: *Written by popular Natural News writer Vicki Batt, this book includes everything you need to know about preventing heart disease, reversing hypertension, and nurturing your cardiac health without medication. [Learn More.](#)*

John Davison Rockefeller, Sr. was America's first billionaire. He lived to be 97 years old, thanks to a strict food and medicine regime that did not involve eating the chemicals he found in his petroleum, coal, gasoline, and oil industries. Today, [artificial food coloring](#) comes from petroleum, and many processed [oils contain hexane](#), a vapor constituent of gasoline. Today, tap water and vaccines contain chemicals you would never consume, if you only knew. Rockefeller led a double life as the ultimate hypocrite. He was a business bully who cheated on his wife and tried to bury natural cures (while he used them himself), but ironically he suffered from anxiety and died of pneumonia.

Rockefeller Jr. became the Post WWII industrial “emperor” of chemical agriculture and chemical medicine

After the U.S. helped Great Britain defeat the Nazis, U.S. politicians and business magnates built a chemical “empire” of their own in America. Hitler had used his own “Big Pharma” (I.G. Pharben) to create chemicals for warfare and the gas chambers. Now, America would use many of those same chemists and chemicals to manufacture U.S. food and medicine, all part of a [huge scheme](#) (invented and funded by the Rockefellers) to make a fortune off the sickened masses, who would never believe their amazing country was turned so evil by monopolists.

Most people these days who get cancer think it's hereditary. They think it's genetic. That's how bad the system has them fooled. They believe every word that comes out of their doctor's mouth – the same doctor who would never take chemo himself, and who graduated from a school sponsored, funded, and controlled by Big Pharma and the Rockefellers.

Today, nearly all conventional food is covered and smothered in chemical pesticides. Today, nearly all conventional food contains genetically engineered pesticides that continue spreading in the human gut, fueling immune disorders and cancer cell development. Today, nearly all conventional medicine contains deadly chemicals that cause the body to remain acidic, breeding more disease and disorder. It's a wicked formula that the elitists know and avoid at all costs.



Tune into NaturalCures.news for more information on superfoods that have not been banned by the likes of Rockefeller and Big Pharma, so you can not only survive, but thrive.

Sources for this article include:

AustralianNationalReview.com

TruthWiki.org

NaturalNews.com

NaturalCures.news

AntiCorruptionSociety.com

TruthWiki.org

(Wells, 2019)

Judge Sentences Lori Loughlin To 100 Hours Of Community Theater

Judge Sentences Lori Loughlin To 100 Hours Of Community Theater

4/12/19 9:56AM • SEE MORE: LORI LOUGHLIN ▾



LOS ANGELES—In the hopes that the experience provides a valuable lesson about adherence to the law, Judge Steve Kim responded to Lori Loughlin’s money laundering, bribery, and racketeering charges Friday by sentencing the former *Full House* actress to 100 hours of community theatre. “As punishment for the dishonesty, flippancy, and disregard for the law Ms. Loughlin has displayed, I’ve sentenced her to perform in a minimum of 12 different community theatre productions around the greater Los Angeles area,” said Judge Kim, who expressed his intention of sending a message to all those who believe themselves to be above the law through the actress’s mandatory court-

believe themselves to be above the law through the actress's mandatory court-ordered participation in small-scale productions of *The Pajama Game*, *Oklahoma*, *Little Shop of Horrors*, and an upcoming modern retelling of *The Crucible*.

“Loughlin will be required to run lines with a designated sponsor to ensure she's completely off-book for each production, and learn all necessary choreography and blocking. She will even be required to work as a grip when needed. Everyone should know what it's like to work for weeks on a play that goes up for an audience of nine people—if Ms. Loughlin had known what was at stake, perhaps she would have thought twice about her crimes.” At press time, the judge had added an extra punishment to the sentence requiring Loughlin to also appear at the poorly attended basement cast parties following the conclusion of each production.

SHARE THIS STORY



(The Onion, 2019)

Are You On Donald Trump's 'Kill' List? Stickers On Your Mailbox Will Determine Your Fate



ABOUT

HOT TOPICS

| FEDS LET 30,558 ILLEGAL CRIMINALS GO FREE "THEY WERE THE WORST OF THE WORST LAW BREAKERS"

HOME

NEWS

Are You On Donald Trump's 'Kill' List? Stickers On Your Mailbox Will Determine Your Fate



POSTED BY: NOW8NEWS



RED, BLUE, and YELLOW. These are the colors of the stickers that people across the United States have been finding on their mailboxes. But what are they for? The theory claims that the stickers are placed on your mailbox by FEMA, "color coding" you based on what the government knows about you and your race.

RED, BLUE, and YELLOW. These are the colors of the stickers that people across the United States have been finding on their mailboxes. But what are they for? The theory claims that the stickers are placed on your mailbox by FEMA, "color coding" you based on what the government knows about you and your race.



- *If you have a red sticker on your mailbox, or a red mark on the curbing in front of your home, then FEMA has determined you to be an illegal alien or here on a visa. This means when martial law takes over, you are going to be killed on the first night of the New World order.*
- *If you have a blue sticker, then FEMA has determined that you are muslim, of hispanic descent, African American or an American that supports the rights of these people. You will be herded off to one of the many FEMA camps that are allegedly being set up all over the United States.*
- *Lastly, if you have a yellow sticker, then you have been verified as a United States citizen of European descent! The government knows you are a strong supporter of the government agenda, or can be easily persuaded to comply. You will be allowed to remain in your home on house arrest.*

Government agencies are completely denying the validity of these stickers that are being found on mailboxes and curbings across the US. However, with Donald Trump's dangerous rhetoric and the recent numbers that show him leading in the polls against Hillary Clinton, America cannot turn a blind eye to these markings.

Human rights advocates suggest you take these warnings seriously and prepare for the worst. Stocking up on bottled water, canned foods and protection for yourself and your family.

(Now8News, 2016)

Alternative Lesson/Optional Homework Assignment: Create a Fake News Story

1. Teacher will task students with using what they have learned from this unit to create their own fake news story.
2. Before creating their story, students should consider the hypothetical motivations behind their piece, what one would hope to accomplish by spreading this story, and how they can come up with a story that can fool others.
3. Students should be encouraged to be creative and use resources such as Photoshop, video editing software, and more to make their fake news story believable.

Chapter Four: Conclusion

Throughout the 1990s and 2000s, few stopped to wonder whether there could possibly be a downside to global interconnectedness. Instead, Techno-Utopianism was so prevalent as to be an almost foregone conclusion. However, as much of the world learned in the 2010s, the internet and social media were less like the printing press and more like the atom bomb, in that they could be incredibly dangerous in the wrong hands. Unfortunately, the difference is that unlike the atom bomb, the internet is available to nearly everybody. This means that any person with an opinion—sincerely held or not, true or not—can instantly share that opinion with the world. We are quickly finding out that the dangers of a few centralized information sources may actually pale in comparison to the dangers of many decentralized and personalized streams of information. In the days when a few media giants controlled a single, nationally agreed-upon narrative, it was acceptable and even perfectly logical to view information literacy as a skill set specific to those in journalism and related fields. As long as a few fact-checkers were trained to be ethical and integrous, America's fourth estate could sort and verify information for the rest of the citizenry. Now, in an age when fake news reaches more people, more quickly than real news (Meyer, 2018), it is clear that information literacy skills must be taught to all people, including those who were previously thought to be digital natives (Wineberg, et al., 2016). Given the fact that ELA teachers have traditionally been responsible for teaching all manner of literacy skills, it seems apparent that teaching information literacy would fall squarely on the shoulders of ELA teachers as well.

There is still much to be learned about fake news and other types of misinformation, and much work to be done in addressing these issues. While this project reflects the best-known methods for fighting fake news, more research is needed to determine whether more effective

and/or more efficient alternatives may exist. It is not yet known if current or future efforts from corporate and political entities may assist educators in the fight against fake news, though research in this area is certainly worthwhile. In addition, this author proposes that the Common Core Standards be updated to contain clear and comprehensive information literacy requirements, starting at the elementary level and increasing in scope and complexity throughout the secondary level. This will make true information literacy a primary goal of ELA, rather than a secondary goal justified only through creative application of existing standards. Finally, more research is needed on how to reverse the damage already inflicted by the last two decades of information warfare. As of now, there is uncertainty surrounding the best approach to changing the hearts and minds of those who have been taken in by radical and/or unscientific views.

If educators are either unwilling or unable to adapt to the new demands presented by recent technological advancements, it is not an exaggeration to suggest that democracy as we know it may very well cease to exist. After all, a democracy in which hostile foreign nations are able to significantly influence policy and presidential elections with algorithms and disinformation can hardly be called a democracy. Worse still, failure to address this issue may carry with it a great human cost, as history has shown possible time and again. Thus, it is imperative that schools, educators, librarians, policymakers, and all who believe in the value of self-determination unite on all fronts to combat misinformation in its many forms, including and especially fake news.

References

- Abrams, A. (2019, April 18). Here's what we know so far about Russia's 2016 meddling. Retrieved from <https://time.com/5565991/russia-influence-2016-election/>
- Ahern, L., & Formentin, M. (2016). More is less: Global warming news values on Fox compared to other U.S. broadcast news outlets. *Electronic News*, *10*(1), 45–65. <https://doi.org/10.1177/1931243116628513>
- Austin, J. (2018, April 1). NASA shock: Huge 'alien herd of animals found in space probe images of Mars'. Retrieved from <https://www.express.co.uk/news/weird/939469/Nasa-images-alien-herd-of-animals-Mars>.
- Barnes, J. E., & Goldman, A. (2019, April 26). F.B.I. warns of Russian interference in 2020 race and boosts counterintelligence operations. Retrieved from <https://www.nytimes.com/2019/04/26/us/politics/fbi-russian-election-interference.html>.
- Burkhardt, J. M. (2017). Combating fake news in the digital age. *Library Technology Reports*, *53*(8), 1–33. doi: <https://doi-org.brockport.idm.oclc.org/10.5860/ltr.53n8>
- Burston, A., Barrios, J. C., Gomez, D., Sturm, I., Uppal, A., Yang, Y., & Walther, J. B. (2018, August 29). A citizen's guide to fake news. Retrieved from <https://www.cits.ucsb.edu/fake-news>
- CBSPhilly. (2018, June 11). Domino's pizza repaves potholes In Milford, Delaware. Retrieved from <https://philadelphia.cbslocal.com/2018/06/11/dominos-pizza-milford-delaware/>
- Chokshi, N. (2017, April 26). That wasn't Mark Twain: How a misquotation Is born. Retrieved from <https://www.nytimes.com/2017/04/26/books/famous-misquotations.html>
- Cook, J., Nuccitelli, D., Green, S. A., Richardson, M., Winkler, B., Painting, R., Way, R., Jacobs, P. and Skuce, A. (2013). Quantifying the consensus on anthropogenic global

- warming in the scientific literature. *Environmental Research Letters*, 8(2).
- EAVI. (2017). Infographic: Beyond ‘fake news’: 10 types of misleading news. *EAVI.eu*. Retrieved from <https://eavi.eu/beyond-fake-news-10-types-misleading-info/>
- Facebook. (n.d.). Tips to spot false news: Facebook help center. Retrieved from <https://www.facebook.com/help/188118808357379>
- Frenkel, S., & Rosenberg, M. (2018, June 26). Top tech companies met with intelligence officials to discuss midterms. Retrieved from <https://www.nytimes.com/2018/06/25/technology/tech-meeting-midterm-elections.html>
- Gabielkov, M., Ramachandran, A., Chaintreau, A., & Legout, A. (2016). Social Clicks: What and Who Gets Read on Twitter? *Proceedings of the 2016 ACM SIGMETRICS International Conference on Measurement and Modeling of Computer Science*, 179–192. <https://doi.org/10.1145/2896377.2901462>
- Groeling, T. (2008). Who's the fairest of them all? An empirical test for partisan bias on ABC, CBS, NBC, and Fox News. *Presidential Studies Quarterly*, 38(4), 631+. Retrieved from <https://link-gale-com.brockport.idm.oclc.org/apps/doc/A188583255/PPBE?u=brockport&sid=PPBE&xid=4d9e9fd8>
- Gunther, R. A., Beck, P. C., & Nisbet, E. (2018). *Fake news did have a significant impact on the vote in the 2016 election: Original full-length version with methodological appendix*. Ohio State University. Retrieved from <https://cpb-us-west-2-juc1ugur1qwqqo4.stackpathdns.com/u.osu.edu/dist/d/12059/files/2015/03/Fake-News-Piece-for-The-Conversation-with-methodological-appendix-11d0ni9.pdf>

- Infowars. (2019, March 26). Mars rover captures photo of growing "mushrooms". Retrieved from <https://www.infowars.com/mars-rover-captures-photo-of-growing-mushrooms/>.
- Ingraham, C. (2019, February 16). Amazon paid no federal taxes on \$11.2 billion in profits last year. Retrieved from <https://www.washingtonpost.com/>
- Internet Live Stats. (n.d.). Total number of websites. Retrieved October 9, 2019, from <https://www.internetlivestats.com/total-number-of-websites/>.
- Mannington, B. (2017, October 19). Breaking: Illegal Muslim from Iran arrested for starting California wildfire. Retrieved from <http://archive.is/LHJy0#selection-611.0-611.76>.
- McNeal, M. (2015). One writer explored the marketing science behind clickbait. You'll never believe what she found out. *Marketing Insights*, 27(4), 24–31. Retrieved from <http://search.ebscohost.com.brockport.idm.oclc.org/login.aspx?direct=true&db=bah&AN=110053652&site=ehost-live>
- McRaney, D. (2011, June 10). The backfire effect. Retrieved from <https://youarenotsmart.com/2011/06/10/the-backfire-effect/>.
- Meyer, R. (2018, March 8). The grim conclusions of the largest-ever study of fake news. Retrieved from <https://www.theatlantic.com/technology/archive/2018/03/largest-study-ever-fake-news-mit-twitter/555104/>
- Mosseri, A. (2017, April 7). Retrieved from <https://www.facebook.com/facebookmedia/blog/working-to-stop-misinformation-and-false-news>
- Musgrove, A. T., Powers, J. R., Rebar, L. C., & Musgrove, G. J. (2018). Real or fake? Resources for teaching college students how to identify fake news. *College & Undergraduate Libraries*, 25(3), 243-260. doi:10.1080/10691316.2018.1480444

- New York State Education Department. (2017). English Language Arts Learning Standards. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>
- [Netflix UK & Ireland]. (2019, July 29). *The insane Cambridge Analytica election interference revelations in The Great Hack* [Video File]. Retrieved from <https://www.youtube.com/watch?v=omc-5zj70M0&t=102s>
- Nichols, C. (2017, December 20). Pants on fire for claim of Muslim man's arrest in Northern California wildfires. Retrieved December 20, 2017, from <https://www.politifact.com/california/statements/2017/dec/20/usa-front/pants-fire-fabricated-claim-about-muslim-immigrant/>.
- Now8News. (2016, June 9). Are you On Donald Trump's 'kill' list? stickers on your mailbox will determine your fate. Retrieved from <http://now8news.com/donald-trumps-kill-list-stickers-mailbox-will-determine-fate/>
- Retter, E. (2018, June 27). Tech mogul Bill Gates says he banned kids from mobile phones until they were 14. Retrieved from <https://www.mirror.co.uk/tech/billionaire-tech-mogul-bill-gates-10265298>
- Robb, A. (2018, June 25). Pizzagate: Anatomy of a fake news scandal. Retrieved from <https://www.rollingstone.com/politics/politics-news/anatomy-of-a-fake-news-scandal-125877/>
- Rose-Stockwell, T. (2019, February 11). How we broke democracy. Retrieved from <https://medium.com/@tobiasrose/empathy-to-democracy-b7f04ab57eee#.aj81bqhzz>
- Shane, S. (2017, January 18). From headline to photograph, a fake news masterpiece. Retrieved from <https://www.nytimes.com/2017/01/18/us/fake-news-hillary-clinton-america-2017.html>

[harris.html?module=inline](#)

- Schauster, E., Ferrucci, P. and Neill, M. (2016). Native advertising is the new journalism: How deception affects social responsibility. *American Behavioral Scientist*, 60(12), pp.1408-1424.
- Schulten, K., & Brown, A. C. (2017, January 19). Evaluating sources in a 'post-truth' world: Ideas for teaching and learning about fake news. Retrieved from <https://www.nytimes.com/2017/01/19/learning/lesson-plans/evaluating-sources-in-a-post-truth-world-ideas-for-teaching-and-learning-about-fake-news.html>
- Šorgo, A., Bartol, T., Dolnicar, D., & Boh Podgornik, B. (2017). Attributes of Digital Natives as Predictors of Information Literacy in Higher Education. *British Journal of Educational Technology*, 48(3), 749–767. <https://doi.org/10.1111/bjet.12451>
- Suliman, A. (2016, November 16). 'Post-truth' beats 'Brexit' to title of word of the year 2016. Retrieved from <https://www.reuters.com/article/us-life-dictionaries-post-truth/post-truth-beats-brexit-to-title-of-word-of-the-year-2016-idUSKBN13B149>
- Tandoc, E. C., Lim, Z. W., & Ling, R. (2018). Defining "fake news". *Digital Journalism*, 6(2), 137–153. doi: <https://doi-org.brockport.idm.oclc.org/10.1080/21670811.2017.1360143>
- Tavernise, S. (2016, December 7). As fake news spreads lies, more readers shrug at the truth. Retrieved from <https://www.nytimes.com/2016/12/06/us/fake-news-partisan-republican-democrat.html?module=inline>
- The Onion. (2019, April 12). Judge sentences Lori Loughlin to 100 hours of community theater. Retrieved from <https://entertainment.theonion.com/judge-sentences-lori-loughlin-to-100-hours-of-community-1833999456>

- Tompkins, A. (2019, January 8). Do the networks have to give equal time? In a word, no. Retrieved from <https://www.poynter.org/ethics-trust/2019/do-the-networks-have-to-give-equal-time-in-a-word-no/>.
- tonsofun44. (2019, July 25). The onion's bias is showing again. Retrieved from https://www.reddit.com/r/AteTheOnion/comments/cho648/the_onions_bias_is_showing_again/
- Webwise. (2018, June 21). Explained: What is fake news?: Social media and filter bubbles. Retrieved from <https://www.webwise.ie/teachers/what-is-fake-news/>
- Weisberger, M. (2019, April 30). Feral cats in Australia sentenced to death by sausage. Retrieved from <https://www.livescience.com/65356-australia-feral-cats-poison-sausages.html>.
- Wells, S. D. (2019, March 25). World's elite try to wipe out all knowledge and use of natural cures, while they privately use them for their own longevity. Retrieved from <https://www.naturalnews.com/2019-03-25-worlds-elite-try-wipe-out-all-knowledge-of-natural-cures.html>.
- Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T. (2016). *Evaluating information: The cornerstone of civic online reasoning*. Stanford Digital Repository. Retrieved from <http://purl.stanford.edu/fv751yt5934>
- Xiang, Y., & Sarvary, M. (2007). News consumption and media bias. *Marketing Science*, 26(5), 611–628. Retrieved from <https://link-gale-com.brockport.idm.oclc.org/apps/doc/A171540869/PPBE?u=brockport&sid=PPBE&xid=f0e944ff>