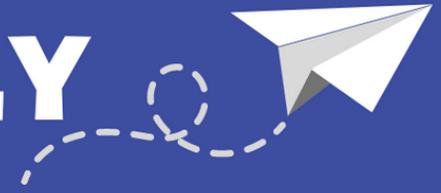




# LESSONS ON THE FLY

Curated resources from your friends at WGUV & PBS Learning Media.



**Lesson Title:** Fighting Fake News

**Subject:** English

**Grade:** 6-8

**Standards:** [bit.ly/3uCHOS3](https://bit.ly/3uCHOS3)

## Directions:

**Lesson:** [bit.ly/3uCHOS3](https://bit.ly/3uCHOS3)

**Step 1:** Instruct students to spend 3-5 minutes on a quick write answering the following questions:

- What are potential consequences when fake news goes viral?
- Do you think you could spot fake news or would you be fooled?
- Why or why not?
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**Step 2:** Ask students to share their responses to the quick write. Consider using the “Wheel of Names” tool for fun and fair turn-picking.

**Step 3:** Allow students to complete the Stanford Study exercise on mutated daisies.

**Step 4:** Ask students to discuss whether they think the mutated daisies images have been altered.

**Step 5:** Show students the Snopes article proving the veracity of the mutated daisies, and then Guide the students to the questions they should be asking themselves about the photo.

## Materials:

1. Computers or ipads
2. Note-taking supplies (paper or computer)
3. The Honest Truth About Fake News:  
[bit.ly/3yyBeOd](https://bit.ly/3yyBeOd)
4. Breaking News Consumer Handbook:  
[bit.ly/3AMMHMm](https://bit.ly/3AMMHMm)
5. Stanford Study on Mutilated Daisies:  
[stanford.io/3IDURCs](https://stanford.io/3IDURCs)
6. Wheel of Names tool: [wheelofnames.com?](https://wheelofnames.com/)

**Step 6:** As a class, make a list of reasons why this image shouldn't be trusted to confirm Fukushima nuclear contamination. (Ex: We don't know the photographer's credentials, there is no way of knowing if the daisies are near the power plant or if radiation caused the mutations or even if the photo was taken in Japan!)

**Step 7:** Debrief the experience by revealing that less than 20% of the high school students in the study could fully evaluate the image or come up with the above list. Remind students that many fake images and news stories exist online.

- Ask: What will you do next time?
- What will you do every time?

**Step 8:** Individually or in small groups, students read The Lowdown post on fake news in order to answer those two questions and prepare for a discussion.

**Step 9:** Lead a discussion. (Circle chats, small-group discussions and think-pair-share provide a safer space for students to practice speaking and listening, and also boost participation during whole-class discussions.)

- Explain at least two ways fake news could affect the results of future elections or may have affected the recent presidential election.
- What will you do next time? Every time?
- What are three ways you can verify articles and images to avoid being fooled by fake news?
- What can companies like Facebook and Snapchat do to stop users from spreading fake news?
- What can ordinary people do?
- What do you think would work, especially with younger users?