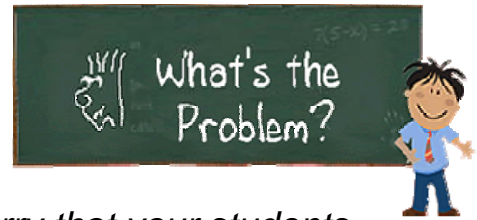# Teacher Instructions:

Problem Scenario: *Not All News is Good News*

The Main Problem: *You are a school principal and worry that your students might not be able to distinguish "fake" news from news that comes from reliable sources. It has been suggested that the school offer a class to help students sort through all of the news that is available, and especially to recognize "fake" news. Is this necessary? If so, what lessons should be included in the class?*

Your students will be viewing this problem from an **integrated** perspective.

What do you need to know about the news?

Students will review the rise of "fake" news, and steps that they can take to spot it and be more confident of the news they are exposed to.

Step ①
Review Stimulus Items

Stimulus Item #1 — "Fake News is Hard to Spot" (article)

Stimulus Item #2— "10 Steps for News Detection" (checklist)

Stimulus Item #3— "Journalism & Social Media" (video)

**Students should take notes as they review the Stimulus Items

Step ②
Classroom Discussion

Lead a **class discussion** about issues related to the topic.
You are being provided a sheet to help you guide the classroom discussion.

Extended Responses: Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

1. **What is the single most important thing that young people should know when exposed to a news story? Why is this so important?**

2. **What important topics should be included in a class that teaches young people how to find and use the news? Why are they important?**

Step ③
Student Response

***students should have access to their notes as they enter their answers

***students may also have access to the Stimulus Items as they enter their answers

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EXTENDED PRODUCT (Optional): Divide students into small groups, with each group forming a **Team of Teachers.** The team is in charge of planning a new class called *"Students and the News."* Each team will **create the syllabus** for this new class. A syllabus simply lists the topics that will be taught in the class, the order in which they will be taught, and an idea of how much time needs to be given to each task. To develop the syllabus, the groups must decide what is important for students to know when exposed to a news story (real or "fake"). The groups can present the syllabus for their new class to the school board (i.e. the rest of the class) and see if it meets their approval.

Step ④
Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.