

ANG-5106-2  
Current Events

## Learning Situation

### FAKE NEWS ON SOCIAL MEDIA



#### Competencies

- C1-Interacts orally in English
- C2-Reinvests understanding of texts
- C3-Writes and produces texts

Student's name : \_\_\_\_\_

Date : \_\_\_\_\_

*Eugene Abrams, English teacher  
CÉA LeMoynes-D'Iberville, CSMV, August 2018*



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**SITUATION:**

You work for your school's student newspaper (or for the radio station). Recently, you have become aware of the problem of fake news on social media and you decide to initiate a dialogue among your schoolmates regarding this important issue.

Write a persuasive text, or produce a persuasive audio recording, expressing your opinions about this problem.

THIS LEARNING SITUATION HAS THREE (3) TASKS FOR YOU TO COMPLETE:

**TASK 1: Learn the truth about fake news**

In this task, you will read articles or blogs - or else watch videos - about fake news, take notes on three of them and discuss with a partner or your teacher.

**TASK 2: True story or fake news?**

In this task, you will read a news story that originally comes from a reputable newspaper, The Washington Post. Decide if it is true or false and explain your reasoning. Discuss this with your teacher.

**TASK 3: What do you think about fake news?**

In this task, you will write a persuasive text, or produce a persuasive audio recording, expressing your opinions about fake news.

## TASK I: Learn the truth about fake news

Do you believe the article that claimed the government of Florida is going to build a new highway lane surrounded by rubber bumpers, especially designed for teenagers who text while they drive? Clearly, not everything we read on social media or on the internet is true. Recently, fake news has become a major problem, as citizens don't know what to believe and what not to. The following learning situation explores this confusing phenomenon to help clarify what does and doesn't stand up to the test of proper journalistic standards.

*Read the following articles or blogs, or else watch videos about fake news, take notes on three of them and discuss with a partner or your teacher.*

### Definition of fake news:

<https://www.webwise.ie/teachers/what-is-fake-news/>



### Fake news on social media:

<https://www.nbcnews.com/health/health-news/fake-news-lies-spread-faster-social-media-truth-does-n854896>



<https://www.sintef.no/en/latest-news/exposing-fake-news-on-social-media/>



### Video about fake news:

<https://www.cnn.com/videos/tv/2016/10/30/rs-fake-news.cnn>



**Examples of fake news :**

<https://www.youtube.com/watch?v=TmII4581g-o>



<https://www.bustle.com/articles/108728-5-scary-sensational-news-stories-that-were-thankfully-proven-false>



**Here are some additional links to stories about how fake news is created or can be recognized:**

<https://www.npr.org/2018/04/03/599240683/how-a-teacher-in-france-is-trying-to-help-her-students-spot-fake-news>



<https://www.npr.org/2018/04/04/599126774/can-you-believe-your-own-ears-with-new-fake-news-tech-not-necessarily>



<http://scrippsmediaethics.blogspot.ca/>



*Select three texts (or videos) from those you have read or watched and take notes in the rubric below:*

<b>Title of article, blog or video</b>			
<b>Summarize general idea</b>			
<b>3 main points of text or video</b>			
<b>Conclusion</b>			
<b>Your opinion of text or video</b>			

*Discuss with your partner or your teacher about those texts.*

## TASK 2: True story or fake news?

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Your classmates are all talking about the following news story that they read on social media. It originally comes from a reputable newspaper, The Washington Post.

Decide if it is true or false and explain your reasoning. Discuss this with your teacher.

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### Story

Jimmy is 8 years old and a third-generation heroin addict, a precocious little boy with sandy hair, velvety brown eyes and needle marks freckling the baby-smooth skin of his thin brown arms.

He nestles in a large, beige reclining chair in the living room of his comfortably furnished home in Southeast Washington. There is an almost cherubic expression on his small, round face as he talks about life -- clothes, money, the Baltimore Orioles and heroin. He has been an addict since the age of 5.

His hands are clasped behind his head, fancy running shoes adorn his feet, and a striped Izod T-shirt hangs over his thin frame. "Bad, ain't it," he boasts to a reporter visiting recently. "I got me six of these."

Jimmy's is a world of hard drugs, fast money and the good life he believes both can bring. Every day, junkies casually buy heroin from Ron, his mother's live-in-lover, in the dining room of Jimmy's home. They "cook" it in the kitchen and "fire up" in the bedrooms. And every day, Ron or someone else fires up Jimmy, plunging a needle into his bony arm, sending the fourth grader into a hypnotic nod.

Jimmy prefers this atmosphere to school, where only one subject seems relevant to fulfilling his dreams. "I want to have me a bad car and dress good and also have me a good place to live," he says. "So, I pretty much pay attention to math because I know I got to keep up when I finally get me something to sell."

Jimmy wants to sell drugs, maybe even on the District's meanest street, Condon Terrace SE, and some day deal heroin, he says, "just like my man Ron."

Ron, 27, and recently up from the South, was the one who first turned Jimmy on. "He'd be buggin' me all the time about what the shots were and what people was doin' and one day he said, 'When can I get off?'" Ron says, leaning against a wall in a narcotic haze, his eyes half closed, yet piercing. "I said, 'Well, s . . . , you can have some now.' I let him snort a little and, damn, the little dude really did get off."

Six months later, Jimmy was hooked. "I felt like I was part of what was goin' down," he says. "I can't really tell you how it feel. You never done any? Sort of like them rides at King's Dominion . . . like if you was to go on all of them in one day.

"It be real different from herb (marijuana). That's baby s---. Don't nobody here hardly ever smoke no herb. You can't hardly get none right now anyway."

Jimmy's mother Andrea accepts her son's habit as a fact of life, although she will not inject the child herself and does not like to see others do it...

Heroin has become a part of life in many of Washington's neighborhoods, affecting thousands of teen-agers and adults who feel cut off from the world around them, and filtering down to untold numbers of children like Jimmy who are bored with school and battered by life...

(By Janet Cooke, The Washington Post)

<b>Opinion of article: true or false</b>	
<b>Reasons for your opinion (3 minimum)</b>	<div data-bbox="558 793 584 827">1.</div> <div data-bbox="558 1121 584 1155">2.</div> <div data-bbox="558 1449 584 1482">3.</div>

### TASK 3: What do you think about fake news?

You work for your school's student newspaper (or for the radio station). Recently, you have become aware of the problem of fake news on social media and you decide to initiate a dialogue among your schoolmates regarding this important issue.

Write a persuasive text, or produce a persuasive audio recording, expressing your opinions about this problem. Using information from your notes in TASK ONE, as well as any other research you have done, explain the phenomena of fake news, give examples of fake news stories on social media, explain the possible consequences if people share these stories and finally, propose some solutions and try to persuade the other students to adopt your suggestions.

You may review the structure of persuasive texts, using the following link:

<https://drive.google.com/file/d/0B00ewQDVPmYuMTRGbEFSUFFxem8/view>



Use the rubric below to prepare your text.

Explanation of fake news	
Your opinion	
3 examples of fake news on social media	



Possible consequences of fake news spreading on social media	
Propose minimum 2 solutions	
Conclusion: try to persuade other students to take action	