

News Literacy



How Fake Content Threatens Press

In this lesson, students will understand how artificial intelligence (AI) can create fake content and its potential impact on journalism.

Grades: 6-8		Subject(s): Media Literacy; ELA
Essential Question(s)	In what ways can AI be used within our global community? Why is fake content a threat to journalism? How does fake news content affect readers and society as a whole?	
Focus Standard(s)	ISTE Standard 1.3b Evaluate Information: Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources. RI.6.2.Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
Learning Objective(s)	TSWBAT comprehend an article through identification of key terms and the composition of a short summary.	
Materials/Resources	Fake Content Threatens Press News Quiz: Fact or Fake? Chart paper (or whiteboard)	
Vocabulary	Propaganda: information to support one point of view; volatility: quick change; animosity: hatred; disinformation: false information intended to fool someone	
Anticipatory Set	Read the article "News Quiz: Fact or Fake?" aloud to students. Ask them to decide if the short articles are fact or fake. Answers can be found in the Slide Show feature of the engagement toolbar.	
Mini-lesson	Invite students to read the article "Fake Content Threatens Press". While reading, instruct students to highlight or write a list of key terms from the article.	
Guided Practice	Have students work in groups to eliminate unnecessary key terms. Once each group has agreed upon a list of the most important terms, ask them to share their findings with the class. Create a class list of key terms on chart paper. [Sample words: real, AI, fake, content, journalists, dangers, freedom, press, tech]	
Independent Practice	Once the class has established a list of key terms, encourage them to craft a concise (25-word) summary of the article, incorporating as many key terms as possible. [Sample summary: Journalists around the world face many dangers and less press freedom because tech tools, like AI, are sharing fake content confusing readers.]	
Closure/Assessment	Collect or review students' summaries. Were they able to comprehend the main idea of the article using their own words?	
Differentiation	Adjust lexile levels as needed. Answer questions as a whole group or individually. Use accessibility features and read-to-me feature as needed.	