



## **Avoiding the Minefields of Fake News and Hoaxes: Teaching Students how to be Critical Thinkers**

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This curriculum unit is recommended for High School Learning Lab and OCS Civics

**Keywords:** Hitler Youth, critical thinking, propaganda, fake news, Orson Wells, Joseph Goebbels

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** Social media is a huge part of the lives of the majority of my students and it has both positives and negatives. One particular aspect that is fraught with both positives and negatives is the how quickly news events can spread. Students will often believe what they read without verifying the source. The main objective of this unit is for students to learn to critically analyze sources before accepting them as truth. The brainwashing of the Hitler Youth will be used to both capture the students' attention and to serve as a cautionary tale as to what happens when only a singular source is being used. There will also be connections made between the propaganda used during World War II to the current fake news stories that are all over the internet today are attempting to influence politics through disinformation.

*I plan to teach this unit during the coming year to 10 students in my Learning Lab.*

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# **Avoiding the Minefields of Fake News and Hoaxes: Teaching Students how to be Critical Thinkers**

*Victoria Natland*

## **Introduction**

One of the challenges of teaching high school students is making your curriculum relevant to their lives. People learn better when the material is more relevant and they understand how it impacts their life. While I consider that content and standards of my courses to be incredibly important, I think it is equally important to provide my students with skills (examples being internet safety, using editing software, and finding appropriate sources) that will be valuable to their lives wherever and whatever they do after graduation. This is why I decided to focus on source analysis as the central focus for this unit. It is incredibly easy to spread disinformation and create fake news with social media by either carefully plotted stories to undermine opponents or by just spreading rumours. This is why I want to give my students the skills to prevent them from falling victim to either of these all too common occurrences.

With source analysis being my ultimate goal, I had to think of a way to capture my students' attention as well as a meaningful way to help them understand why source analysis is important. In other words, they need to understand the source and the context of the story in order to determine its value or validity. Students are able to make connections better to stories that they can relate and the Children in War and Conflict offered numerous examples of children of the same age (or younger) of my students being forced to face difficult choices. Ultimately, I decided to choose the Hitler Youth because even students with a limited base of knowledge of history are able to tell you that Hitler is a man that would not want to be associated with. It is also a cautionary tale of when one blindly believes misinformation and untruths and the devastating consequences that it can have. This unit will show how Hitler was able to control the thinking of the vast majority of the German youth, partially because the Nazi party was the only source of information. This also leads to the question of whether or not we can hold children accountable for their actions if they have been brainwashed or tricked into believing something.

## **Demographics**

Garinger High School is located in East Charlotte and serves about 1,750 students. The population is predominantly Hispanic (47%) and African-American (40%) and the entire school qualifies for free lunch. There is a high rate of English Language Learners (ELL) as 31% of the school has ELL status and over 50 different languages being spoken at the school. Many of those students have only recently entered the United States and many had been in refugee camps before coming to Charlotte. Garinger has a high rate of chronic absenteeism and about 1.5% of the population is listed as having McKinney Vento status which means that they are classified as being homeless. Additionally, 12% of Garinger students are SWD (Students with Disabilities) and roughly 4% of students have a 504 Plan. Garinger is well below the state average in test scores but those scores have been increasing over the past few years. In fact, in the 2017-18 Garinger was ranked number one within in CMS and number 4 in the entire state for growth.

This means that Garinger students performed well above what was predicted of them when the school year began.

Learning Lab students are those with IEP's who attend all their content and elective courses with their nondisabled peers, but require additional time in a special education class to target specific skills. In addition to offering content support, Learning Lab also has a strong focus on increasing Literacy skills.

## **Unit Goals**

The goal of this unit is for students to understand that is imperative to analyze the sources they use to obtain information; in both school work and life. The internet provides a tremendous amount of information at our students' fingertips, which can be both a blessing and a curse. They can look up anything on their computers or phones so there is the potential to quickly find reliable sources but they often stop after clicking on the first link and can get easily fooled by disinformation. They seldom look at the source of the information and are inclined to believe whatever they find. Therefore, the ultimate goal of this unit is for them to be able to identify reliable sources and to learn the importance of verifying information.

## **Content Research**

### **Hitler Youth**

Students will learn and retain information better if they are engaged in a topic and the way to do that is with a good hook. For this unit, that hook is the Hitler Youth. When I teach my students about WWII their background knowledge is varied when it comes to the Holocaust but the majority know the name Hitler. Most also know that the Nazis were racists but they don't know is how Hitler created his army by being the sole source of information in Germany. They also don't know of Hitler's prolific use of propaganda and how he molded the entire education system to meet his expansionist needs.

Gregor Ziemer was an American who served as president of the American School in Berlin in the 1930's in Berlin. After an incident when Hitler Youth hurled both stones and insults at some Jewish boys who attended his school,<sup>1</sup> Zierner was inspired to learn about the education system in Germany. He was able to secure a letter from a high-ranking Nazi official that gave him access to learn about the entire education system in Germany and he details this in his book, *Education for Death: The Making of the Nazi*. This book would eventually become inspiration for a 1943 Disney propaganda film that was commissioned by the United States government.<sup>2</sup>

When Zierner started his journey of exploring the Nazi education system he asked the question "When does the Nazi Party become interested in the German Child?"<sup>3</sup> and then answer he receives is "Before it is conceived." It is explained to him that Hitler couldn't create a super-race if there wasn't a scientific effort to prevent undesirable from being born. This is why when Hitler came to power, Germans had to get approval before having children. Zierner begins to observe each level of education in Germany during the time of Hitler, from pre-school until joining the army. In pre-school young boys are singing:

We love our Fuehrer  
We honour our Fuehrer  
We follow our Fuehrer  
Until men we are;  
We believe in our Fuehrer  
We live for our Fuehrer,  
We die for our Fuehrer,  
Until heroes we are.<sup>4</sup>

By the time boys in Germany joins the army, their oath is not that different from the songs they were singing in preschool:

I swear by God this holy oath, that I will  
unconditionally obey the Fuehrer of the German  
Reich and the German, people, Adolph Hitler,  
Commander in Chief of the Army; as a brave  
soldier I will forever defend this oath at the cost  
of my own life <sup>5</sup>

Ziemmer's book outlines how the children of Germany receive the same message throughout their entire lives: Aryan Germans are superior, Jews were the major problem of Germany, Hitler was the savior of Germany, and good Germans did whatever Hitler asked. For boys this meant becoming a good soldier and for girls this meant having many babies so that they could become future German soldiers. Alfons Heck was a member of the Hitler Youth and he captures these ideas of German superiority and submission to the Fuhrer when he summarized that the two basic beliefs of the Nazi creed were the belief in the superiority of the German-Nordic race and the deeply ingrained belief that complete and total submission to the welfare of the state (the Fuhrer) was his first duty.<sup>6</sup>

Heck also sheds light upon what the Germans were taught about Jews inside their classrooms. He explained how he had a weekly racial science class where he received instruction and how and why Jews were different than Germans. The teacher told his students to observe the shapes of noses because if they were shaped like an upside-down number 6, it was a good sign of their Jewishness. The teacher did warn though that sometimes this tell-tale sign was obstructed by "their infamous mixing with us."<sup>7</sup> When Jewish students were removed from the classroom Heck's teacher explained to the class that they had no business being amongst true Germans and warned that no German could be friends with a Jew because no matter how nice they appeared to be they would eventually grow up to become an enemy.

In the early 1930's the Hitler Youth was extremely appealing to many children in Germany. For some, the Hitler Youth was the first time they had access to such things as sports fields and opportunities to go on weekend or holiday trips away from their parents and hometown.<sup>8</sup> Heck reinforces this when he said that the Hitler Youth had action in abundance which is just what a 10 year old like him craved. He also believed that the six and a half million boys and girls who joined the Hitler Youth before it became compulsory was a testament to the unquestioned magnetism of the organization.<sup>9</sup>

While the Hitler Youth was a successful organization that helped groom many future soldiers, it was not completely successful to mold all the children of Germany into loyal subjects of the Fuhrer who blindly obeyed all orders. In his essay, "Youth in the Third Reich," Detleaz Peukert describes two groups who resisted the teaching of the Hitler Youth. The *Swing-Jugend* (Swing Youth) mostly belonged to the urban middle class and they immersed themselves in the swing movement. These young people dressed in American clothes, played music that was sung in English (the language of Germany's enemy), and would rumba, swing dance, and jitterbug to what Nazis deemed "negro music." An even greater outrage to the Nazi that were Jews and half-Jews were accepted into the groups and they would all cheer and give ovations to visiting bands from Belgium and Holland. While the *Swing-Jugend* resisted the teachings of the Nazis, they did not actively combat them. The same cannot be said for the *Edelweiss Pirate* movement that found its roots in the working-class populations. These young people would take their own unsupervised trips to the countryside where they would pitch tents, sing songs (in which the pro-Nazi words had been changed), and even confront patrols of the Hitler Youth when they had sufficient numbers. In fact, in a 1943 the Dusseldorf-Grafenberg district of the Nazi Party reported that the group had hostile attitudes towards the Hitler Youth and it was believed that they were responsible for covering the walls with such slogans as "Down with Hitler," "The OKW is lying," "Medals for Murder," and "Down with Nazi Brutality."<sup>10</sup>

Even those who were willing participants of the Hitler Youth did not completely accept all of the Nazi teachings. Many of these young people were active members of the Hitler Youth because they enjoyed being the center of adult attention and the organization was considered by many of them to be more modern and forward-looking than other youth organizations; it also would eventually become compulsory.<sup>11</sup> Hermann Graml was a member of the Hitler Youth who was not frightened when he became of age to be drafted into the military because it was what he had been preparing for a large part of his life. However, Graml had not been convinced to be a true believer of the concept of the German master race, he wasn't passionate about the need for more living space, and even made friends with Soviet prisoners of war.<sup>12</sup>

Part of the reason that the Hitler Youth was so successful is that it was part of *Gleichschaltung*, or the Nazification of Germany. This meant that all aspects of German social, political, and cultural organizations were controlled by the Nazis. The goal was to create a *Volksgemeinschaft*; a people with same ideals; anti-individualism where the individual exists only for the good of the Nazi state.<sup>13</sup> This process actually started during the final years of the Weimar Republic with the Nazi storm troopers; the SA engaged in a campaign of politically motivated street fighting that left thousands injured. After Hitler came to power, the storm troopers were used to suppress the Communist party, the Social Democrats, and eventually the trade unions.<sup>14</sup> In a relatively short period of time the Nazis eliminated the competition so that they were the only political party in Germany.

In addition to the Hitler Youth and using storm troopers, propaganda was another tool wielded by the Third Reich to persuade the public to follow Hitler. On March 13, 1933 Joseph Goebbels was appointed to head the Reich Ministry of Popular Enlightenment and Propaganda. Eventually, Goebbels took control of the newspapers, magazines, books, public meetings, rallies, art, music, movies, and radio. He was in essence the only official source of information in all of

Germany and any viewpoints that countered Nazi beliefs were censored or completely eliminated from the media.<sup>15</sup> The anti-Semitic Nazi propaganda is extremely well known but Goebbels himself claimed in 1941 that his greatest achievement in propaganda was the creation of the Hitler myth. This myth was the carefully crafted image that Hitler, and Hitler alone was the savior of Germany.<sup>16</sup> Goebbels had 19 Principles of Propaganda (see [Teacher Resources](#)) but the basic principles were: avoid abstract ideas and appeal to the emotions, constantly repeat just a few ideas while using stereotyped phrases, give only one side of the argument, constantly criticize your opposition, and pick out one special “enemy” for special vilification.<sup>17</sup>

The Hitler Youth is an extreme example of what can happen when one is dependent on only one source of information. Children in Germany were exposed to one message their entire lives and were never able to verify its authenticity. When this occurs, a very distorted world-view is created, especially when one is constantly bombarded with propaganda. A person who only received information from Bernie Sanders would have an extremely different viewpoint from someone who only received their information from Donald Trump. This is why it is imperative to teach students to use multiple sources and to be critical of those sources.

## Fake News

In October 1938 the infamous War of the Worlds radio broadcast was presented by Orson Welles and his Mercury Theater. The most popular show at the time was Chase and Sandborn Hour that featured ventriloquist Edgar Bergen and his dummy. In contrast, the Mercury Theatre of the Air was unsponsored and featured weekly plays of literary work.<sup>18</sup> Welles decided to modernize HG Wells War of the Worlds story by changing the setting to New Jersey and having radio updates interrupt the regularly scheduled programming. Welles and his team did such a good job making their dramatization seem life-like, that many listeners believed them. John and Estelle Paultz were a couple living near Union Square in New York City who turned into the broadcast about a half hour after it started. The couple were convinced the broadcast was true and fled their home in order to buy a ticket at Penn Station to go to Connecticut, using the last of their savings to do so. Estelle would later say, “All the primitive fear of the unknown-awakened within me robbing me of all my reason. Only one thing remained to do [:] run fly- get on the fastest thing on wheels and go as far and as quickly as our last six dollars would take us.”<sup>19</sup> They convinced a man outside of their apartment and several people in their train car that the story was true. At one point the train stopped which caused the anxiety level of the passengers to increase, Estelle believed that the martian had destroyed the train tracks. During this time someone mentioned the name Orson Welles and it was only when she checked the newspaper to see that on the 8:00 pm slot on the WABC station was a dramatization of H.G. Wells’s *The War of the Worlds* put on by Orson Welles and his Mercury Theatre.<sup>20</sup>

John and Estelle were not the only people to believe that Martians had invaded New Jersey. So many people believed the story that in 1940 the Radio Research Project at Princeton University published *The Invasion from Mars: A Study in the Psychology of Panic* by Hadley Cantril. Cantril estimated that six and a half million people were listening to the broadcast and at least one million of those listeners believed it to be true. The total population of America at this time was 130 million people.<sup>21</sup> This means that less than 1% of Americans believed that Martians were invading New Jersey and 16% of the listeners believed an invasion was

underway. While these percentages are small, there were still about a million Americans who were deceived by the fake broadcasts.

In her chapter of the *War of the Worlds to Social Media*, Katie Lacey provides two examples of listeners falling for “fake news bulletins” on the radio prior to the notorious War of the Worlds broadcast. Both examples occurred outside of the United States and showed how being deceived by radio broadcasts attempting to replicate real news stories was occurring worldwide. In 1930 Berlin there were people who tuned in to a radio broadcast that that believed the German foreign minister had been shot.<sup>22</sup> Pre-dating both Welles and the German broadcast was a 1926 radio Broadcast in London that convinced some people that mobs of unemployed workers were attacking government ministers.<sup>23</sup> All of these broadcasts attempted to appear as realistic as possible at succeeded in making members of the audience believe what they were hearing was true. After the Welles broadcast thousands of newspaper articles were written blaming him for the hoax blaming listeners for not being able to critically analyze the source of information. However, more recently it has been argued by some that the newspapers overhyped the panic to discredit radio as a reliable source of news.<sup>24</sup> While the broadcast might not have caused a national panic, it definitely did cause some people to panic.

After the broadcast, interviewers identified 4 different types of listeners: people who made successful internal checks to the truth of the broadcast, people who made successful external checks, people who made unsuccessful external checks, and those who made no attempt to check the validity of the broadcast. Roughly 70% of the people attempted to determine if the broadcast was real but 30% of the listeners made no effort to verify if the invasion was real and most of these listeners reached out to warn family and friends and social communication was the most common response to the broadcast.<sup>25</sup> As educators it is imperative to teach our students to fall into the group that makes successful external checks of information. There are far too many hoaxes and fake news out there and social media allows social communication to happen at lightning speed and there is much too great of a potential of a fake news story becoming viral and causing serious damage. There have been some recent examples of this happening, one involving a Twitter-induced panic in Veracruz, Mexico. The Veracruz “Twitter panic” occurred because the city had become so dangerous that residents would depend on social media to know whether or not it was safe to go outside. In August of 2011, Maria de Jesus Bravo Pagola and Gilberto Martinez Vera were arrested for allegedly posting false reports of gangs kidnapping children from one school and a helicopter firing on another. Neither of these things was happening at the time but 26 cars crashed as parents tried to get to the schools and phone lines crashed because they were being overloaded with calls.<sup>26</sup> Another example occurred in April of 2013 when an automated trading program reacted to a false tweet about a bombing attack on the White House. The program’s immediate reaction was to dump a large number of stocks which in turn caused the Dow 145 points.<sup>27</sup>

It is not likely that in today’s age that are students will fall for fake news stories on the radio, but it is very likely for them to be duped by fake news on the internet. In fact, cbsnews.com published an article entitled “Don’t get fooled by these fake news sites” that list 21 popular fake news sites. Some of the sites listed are: Theedcgazette.com, 70news.wordpress.com, abc.news.com.co, infowars.com, yournewswire.com, rilenews.com, worldnewsreport.com, and empirenews.net. The article also stated that the day after the 2016 election, the most popular

google search result about the popular vote came from the fake news site 70news.wordpress.com which incorrectly stated that Trump had won the popular vote by 700,000 votes.<sup>28</sup>

Schwartz concludes that “We have more information, good and bad, at our fingertips than ever before, but it is up to us to make sense of it,”<sup>29</sup> and this is the overall objective of this unit. It is imperative to teach students to be critical of their sources and to provide them with the necessary tools to do so. Being able to do so will not only help them academically, as they learn how to critically analyze sources, but also in life. Social media is almost a fundamental component of students’ lives and they often blindly believe what they read; this leads to conflict (as many fights are caused by social media) and makes them gullible to hackers and con-artists. This idea is captured perfectly in a letter written by Pennsylvania woman Elizabeth Irme after the War of the Worlds broadcast:

If it be claimed that anything coming over the radio must be like Gospel to everyone, there are at least two staunch supporters of this view- one named Hitler and one named Mussolini. And of course, many candidates for public office will support this view. Most of them use radio for their campaigns nowadays .... What we need is education, not prohibitions, and I believe this broadcast will prove to have been beneficial in that it will, for a time at least, make people more careful of the source and nature of their information.<sup>30</sup>

Educators today must give students the tools to be critical of sources and to not believe everything on the internet to be Gospel. The internet is an amazing educational and life resource that allows us to instantly get information but it also a minefield of fake news, scams, and hoaxes. For example, an analysis of election-related web articles found that 20 of the most popular fake news stories created more shares, reactions, and comments than did the top 20 articles from reliable sources like the Washington Post and New York Times.<sup>31</sup> Teaching students how to avoid these mines will not only make them but students but more prepared for life. There are numerous lesson plans and tips for educators to help teach their students how to spot a fake news story. On the Media published a “Cheat Sheet” for spotting fake news, the full version can be found in the appendix. A couple of key tips to relay to students are that titles in all caps, websites that end in .co, and the inability to verify the story on another trusted source (well-known news agencies) are all signs of a fake news story.<sup>32</sup>

Now, more than ever, educators have a responsibility to teach students how to be critical of news stories. Social media is an integral part of the majority of our students’ lives but students lack the skills to determine what is real and what is fake. Teaching our students how to analyze their sources will not only make them better students, it will better prepare them for life.



## Teaching Strategies

There will be multiple teaching strategies used during this unit. First, Nazi propaganda will be displayed without the students knowing that it's Nazi propaganda. Students will be presented with a variety of images and slogans that paint the Hitler Youth in a positive light. Students will be asked to do a word a word-association for the images that are presented to them.

Next, the teacher will model a fake news story. The students will be given a fake news story from the Onion web site but will not be told that it is fake. The article will be presented as a normal reading comprehension activity and there will be reading comprehension questions that follow. After all this is done, students will be informed that the story was fake.

After the students have been “tricked”, they will receive a lecture that provides them with tips about how to spot fake news stories. After the lecture, students will be shown a combination of real and fake news stories and they will have to state if they believe the story is real or fake.

Students will receive a hand-out that categorizes news agencies into the categories of conservative, liberal, and moderate. A discussion will follow about what each of these words means. Students will then be tasked with finding the same news story on two different types of sites. Students will then complete a Venn Diagram comparing and contrasting the two articles.

The culmination of this Unit will be students creating their own fake news story. Students will have to pick a current event and then create a fake news story about it from the opposition's side. For example, if they find a news story about the benefits of gun control laws, they will have to create a fake news story about the benefits of guns.

## Classroom lessons/Activities

### Day 1

Objective- Students will be able to recognize and explain how propaganda can manipulate public opinion.

Standards: AH2.H.1.2 and AH2.H.6.2

Materials: Propaganda slideshow, Propaganda hand-out, student computers

Activity 1- Students will be given a Propaganda hand-out (See [Appendix 2](#)). Students will be informed that they will be viewing a slideshow (See [Appendix 3](#)). For each slide students will write down a one-word reaction to each image. The teacher will not tell the students what the slides are about but will respond to questions if they students are unclear about what it is they are seeing. However, the teacher will not explain that the slides all relate to the Hitler Youth during WWII. The first half of the slideshow will have positive images while the second half will have negative images.

Activity 2- The class will then go over their opinions using padlet.com. For each slide, the students will post to padlet with the response they had written on their handout. Brief discussion will follow each slide where trends are identified or students explain their answers.

Activity 3- After the padlet activity, the teacher will explain that all of the slides are associated with Hitler and/or the Hitler Youth. The teacher will refer back to the padlet responses and ask the students why most of the answers for the first half of the slideshow were positive and the second half were mostly negative. A discussion will take place about what the purpose of propaganda is.

Activity 4- Students will respond to an exit ticket question of: “In your own words, what is the purpose of propaganda?”. (See [Appendix 4](#))

Assessment- Exit Ticket responses

## Day 2

Objective- Students will be able to define fake news and list at least 2 tips to spotting fake news stories.

Standards: CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

Materials: Fake News story questions, Fake News Nearpod presentation with guided notes

Activity 1- Students will be given a link to the following fake news story: <https://www.theonion.com/green-giant-offering-program-where-gun-owners-can-trade-1838097221>. Students will not be told it is a fake story. Students will be given reading comprehension related to the article. After the correct answers are discussed, the teacher will inform the students that it is a fake news story. The teacher will then ask if students know what a fake news story is and a brief discussion will follow.

Activity 2- Students will take guided notes (See [Appendix 5](#)) from a nearpod presentation. After the notes are completed, the last slides will be of both fake and real news stories. After each slide, there will be a poll where students respond with a “Real” or “Fake” answer to the story that is displayed.

Assessment- Student responses to the poll questions at the end of the nearpod presentation.

## Day 3

Objective- Students will understand how different how point of view, perspective, or purpose shapes the content and style of a text.

Standards: CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.

Materials: Internet, student computers, venn diagram, Media bias chart hand-out

Activity 1- Students will be asked if they know what the words conservative, liberal and moderate mean in politics. A discussion will follow and the teacher will tie in how political

parties factor into it (Republican = conservative and Democratic = liberal). The teacher will then explain how different news sources have inherent biases. The teacher will then distribute a blank media bias chart and display the following web page: <https://www.allsides.com/media-bias/media-bias-chart>. Students will copy 5 examples into each section of their chart. After students have done this, the teacher will pick a political issue (ex. abortion, gun control) and briefly explain how each section of the chart would feel about the issue.

Activity 2- Students will go on the internet and find a political news story of their choice. Students will then find the same news story but from a source that falls somewhere else on the chart. For example, if the find an article about immigration from a left-leaning news source, they need to find a different article about immigration from a right-leaning news source. Students can print out both articles or just have two tabs open on their computer.

Activity 3- Students will be given a Venn Diagram (Free Venn Diagram templates can be accessed at <http://templatelab.com/venn-diagram-templates/>). Students will then complete the Venn diagram using their two articles.

Assessment- Collection of the Venn Diagrams.

Days 4-5

Objective- Students will create their own fake news story.

Standards:CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.

CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Materials: Student laptops, internet, TBD based on student project choices.

Activity 1- Students will access the internet and choose any political story that they like from any reliable news agency.

Activity- Students will create a fake news story that takes the opposing view of the news story that they selected. Students are able to create a web page, news article, radio commercial, or video segment of fake news. Students will be provided with a rubric for grading. (See [Appendix 6](#)).

Assessment-Collection of the fake news stories.

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## **Appendix 1**

CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.

CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

AH2.H.1.2 Use Historical Comprehension to analyze visual, literary and musical sources.

AH2.H.6.2 Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs.

## Appendix 2

### Pictures for Propaganda Slideshow



<https://allthatsinteresting.com/nazi-propaganda-posters#8>





<https://allthatsinteresting.com/nazi-propaganda-posters#2>





<https://allthatsinteresting.com/nazi-propaganda-posters#14>



<https://spartacus-educational.com/GERyouth.htm>

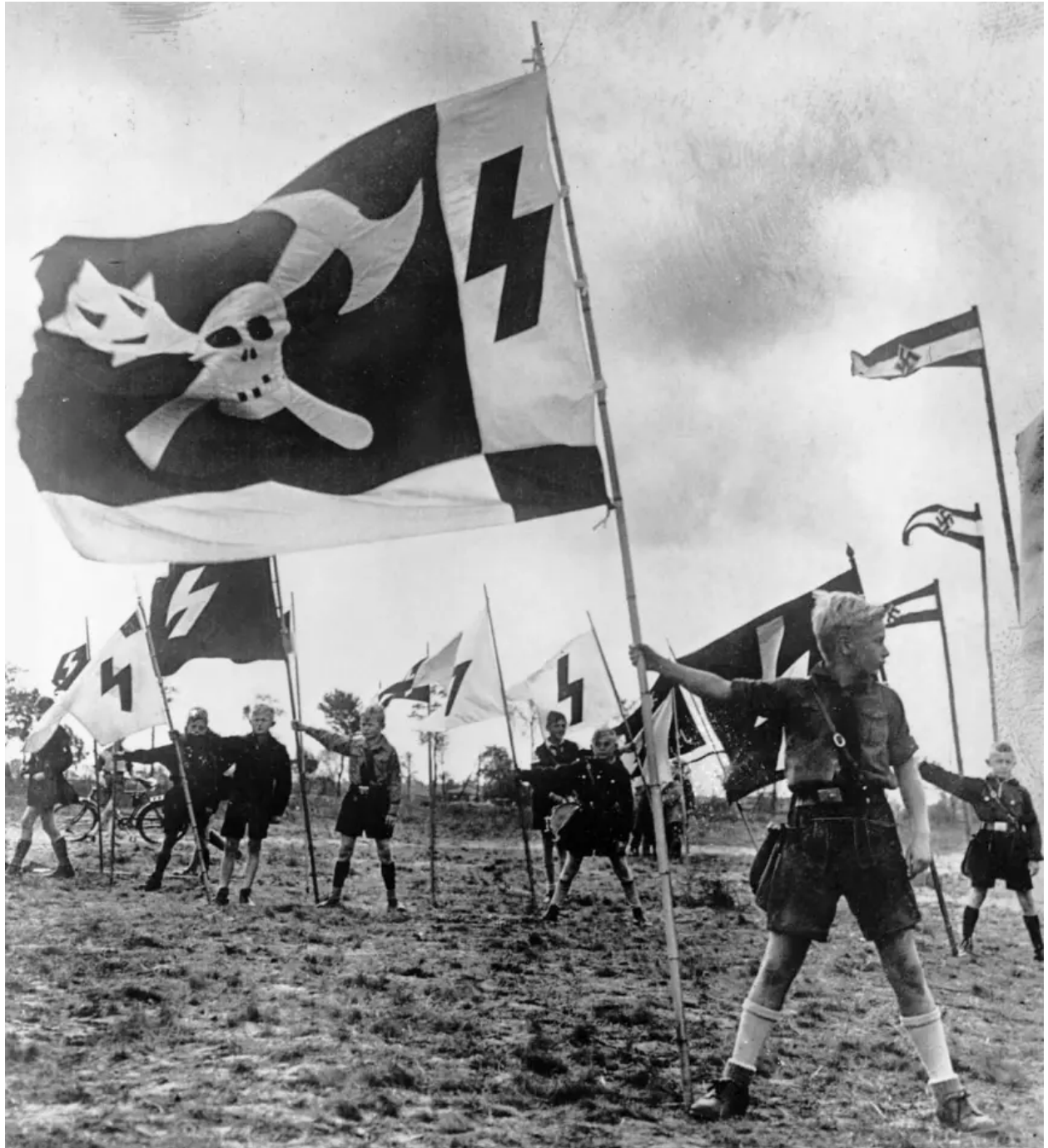


<https://spartacus-educational.com/GERyouth.htm>



<https://www.history.com/news/how-the-hitler-youth-turned-a-generation-of-kids-into-nazis>





<https://www.history.com/news/how-the-hitler-youth-turned-a-generation-of-kids-into-nazis>



<https://www.sutori.com/story/hitler-youth-boys--rgNWnmK9yfo8FEAniGcBpf5g>



<https://www.tes.com/news/we-must-record-holocaust-survivors-testimony-future-generations-watch-extraordinary-video-one>



<https://www.theholocaustexplained.org/the-nazi-rise-to-power/the-nazi-rise-to-power/propaganda/>





## Appendix 3

[illegible]

## Appendix 4

In your own words, what is the purpose of propaganda?

In your own words, what is the purpose of propaganda?

In your own words, what is the purpose of propaganda?

In your own words, what is the purpose of propaganda?

In your own words, what is the purpose of propaganda?

## Appendix 5

Fake News- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reasons why people make fake news stories

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

4 Tips to Spotting Fake News

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

## Appendix 6

### Fake News Rubric

<b>CATEGORY</b>	<b>4 Excellent</b>	<b>3 Good</b>	<b>2 Satisfactory</b>	<b>1 Needs Improvement</b>	<b>Score</b>
<b>Content</b>	Story fully opposes news article. The story has at least 2 reasons stated.	Story partially opposes news article. The story has at least 1 reason stated.	There is an original article but the fake news story does not counter it.	There is no original article to oppose.	
<b>Design</b>	The design of the story looks extremely similar to actual news stories. It is neat and looks professional.	The design of the story has some elements of an actual news stories. It is neat and looks somewhat professional.	The design does not look like a school project but barely resembles a real story. It can be read but is not neat.	There are no elements to a real story. It is difficult to read and somewhat sloppy.	
<b>Spelling and Grammar</b>	No spelling or grammar errors.	1-2 spelling or grammar errors	3 spelling or grammar errors	More than 3 spelling or grammar errors	
<b>Original Story</b>	There is a current political story from a trusted news source attached with the project.	There is political story from a trusted news attached to the project.	There is a current news story attached to the project.	There is a story from an unreliable source attached to the project.	
<b>Work Ethic</b>	Student always uses classroom time well, stays focused on project, does not disrupt others.	Student usually uses classroom time well, is focused most of the time, does not disrupt others.	Student usually uses classroom time well, but occasionally is disruptive to others.	Student does not use classroom time well and is disruptive to others.	

**18-20=A**

**16-17=B**

**14-15=C**

**12-13=D**

## **Student Resources**

<https://www.cnn.com/>

This is a trusted news source where students can find current event articles. This source is one that would be considered “left”.

<https://www.foxnews.comhttps://www.cnn.com/>

This is a trusted news source where students can find current event articles. This source is one that would be considered “left”.

<https://www.reuters.com/>

This is a trusted news source where students can find current event articles. This source is one that would be considered “left”.

<https://www.theonion.com/>

This is a well-known news parody site. Students can look at this site to see how they make the stories seem realistic.

## Teacher Resources

<https://www.facinghistory.org/about-us>

The organization that publishes this states that its resources “resources address racism, antisemitism, and prejudice at pivotal moments in history”. There are many lessons that tie into the Holocaust but it has many resources that focus on current events that deal with a wide array of racism and prejudice all over the world.

<https://research.calvin.edu/german-propaganda-archive/>

This is an archive of Nazi propaganda. It contains a wide array of different types of propaganda and breaks into various categories. There are many visual images as well as pamphlets and articles.

<https://wtvi.pbslearningmedia.org/resource/4197f3a0-5b4a-432b-9dbe-e49aae81ba7b/lesson-plan-how-to-teach-your-students-about-fake-news/#.XbSBnkZKjIU>

This is a link that contains a lesson plan with a focus on teaching students about fake news. The essential question of the lesson is: What media literacy skills do students need to evaluate the reliability of a news source?

<https://thepropagandaproject.wordpress.com/goebbels's-principles/>

This web site goes into lists all 19 of Joseph Goebbels 19 principles of propaganda.

<https://nearpod.com/>

Nearpod is a way to deliver more interactive slideshow presentations. Students have the presentation in front of them on their laptops while the teacher controls their screens. Teachers can also include polls and questions into the presentation with the students responding in real time.

[padlet.com](https://padlet.com)

Basically, this is an online bulletin board. Teachers can post a question and students respond on their computers which ends up being virtually displayed, it looks like a sticky note. This is a valuable tool to encourage classroom discussion as it gives all students a chance to share their opinion.