

HANDOUT 6.4A Theory Relay: Fake News

For the next 40 minutes or so, in groups of three or four, please consider *some fake news articles* from a variety of theoretical perspectives:

- Historical/biographical
- Reader response
- Social class
- Gender

We'll be doing this as a kind of relay. There are four theory stations around the room. Each station includes a set of fake news articles as well as a glossary of the theories under consideration. Spend approximately 10 minutes at each station. Each group should turn in one of these sheets to your teacher. Make certain you've completed the journal entry at the end of the sheet.

Name:

Group Members:

Station 1: Reader Response

Reread the explanation of reader response. In the space below, write three personal characteristics that are relevant to one of the articles, three important aspects of that article, and three meaning statements that are the result of your personal interaction with that article.

1.

2.

3.

Station 2: Historical/Biographical

Skim the introduction from *Lies My Teacher Told Me* (<https://bit.ly/3gEm6ZZ>).

What do you need to know about history to be able to evaluate the veracity of the articles?

To what degree are historical events open to interpretation?

(Continued)

(Continued)

Station 3: Feminist/Gender

When you consider *these articles* from a feminist perspective, what considerations are brought into greater relief? Write your response below.

Station 4: Social Class

When you consider *these articles* from a social class lens perspective, what characters, incidents, or themes are brought into greater relief? Write your response below.

Journal entry for all students

Reflect on your group's efforts this hour to read *fake news* through a variety of critical lenses. Respond to the following questions in an entry of at least two paragraphs:

- Which lens seemed to be most helpful?
- Which lens was the most difficult to apply?
- Which was the most informative?