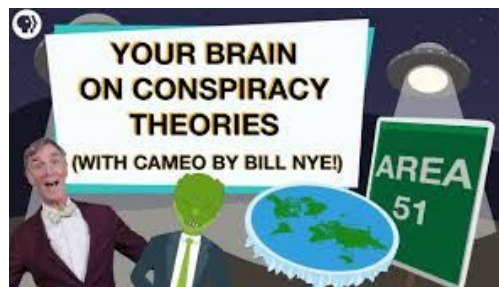


Educator Guide: Are conspiracy theories harmless fun, a serious problem or something in between? ? (w/ [classroom viewing guide](#))

This guide is designed to support you and your students with these learning objectives:

- 1) Students will analyze information about why people believe in conspiracy theories.
- 2) Students will evaluate and present arguments about the extent to which conspiracy theories are harmful.
- 3) Students will create a presentation about a notable conspiracy theory and its impact.



Step 1	2	3
Watch video	Join this Discussion	Dive Deeper with a Make & Share
<p>Use this classroom viewing guide with:</p> <ul style="list-style-type: none"> ● Quick-write prompt ● Comprehension questions about the video ● Student note catcher <p>More student supports the Discussion page:</p> <ul style="list-style-type: none"> ● Glossary with vocabulary used in the video ● Annotated source list ● Video transcripts in English and Spanish 	<p>Students sign into KQED Learn and click the “Join the Discussion” button to respond to the Discussion question.</p> <p>Responses should be supported by evidence from the Above the Noise video or other research on the topic.</p> <p>Supports for joining the discussion KQED Learn:</p> <ul style="list-style-type: none"> ● Sentence frames ● Discussions rubric ● Response analysis activity <p>Please refer to our Code of Conduct as well as your school’s behavioral expectations before joining.</p>	<p>Find sources for Make & Shares</p> <p>Create a presentation that explains one of your favorite, most outlanding or most mysterious conspiracy theories. Research the origins of the conspiracy, how it spread and any debunking information if possible.</p> <p>Web-based tools* for making presentations:</p> <ul style="list-style-type: none"> ● Google Slides ● Adobe Spark ● Prezi <p>Embed presentations into Learn using the Make and Share tab..</p> <p>New making presentations? Check out the course in KQED Teach!</p>

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Standards

CCSS.ELA-Literacy.CCR A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCR A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.W1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.CCR A.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NGSS.SEP.7	Engaging in argument from evidence
NGSS.SEP.8	Obtaining, evaluating and communicating information
ISTE Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

***KQED’s Media Tool Policy:** In KQED Education’s media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual’s specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.