

Let's Take the Fight to Information Pollution!

Jeffrey D. Wilhelm
Boise State University
@ReadDRjwilhelm

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Misinformation Wars: We all know it's a problem. The Case of Lucrative Lying vs. The Court of Law

Alex Jones ordered to pay \$965 million

The Onion tells the Supreme Court - seriously - that satire is no laughing matter

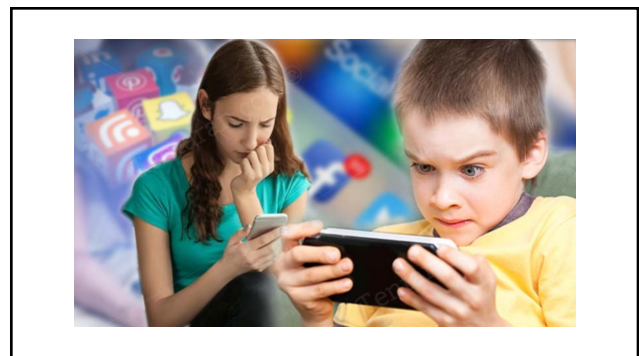
House report alleges Trump aides blocked public health officials from providing accurate Covid-19 information during pandemic

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Latest National Literacy Project Post:10/18/22

- Americans [share widespread concerns](#) about the spread of **misinformation**, with 91% of adults saying it's a problem, according to a [new poll](#). Across the political spectrum, Democrats (80%) and Republicans (70%) also agree that misinformation increases political extremism. **Resources:**
 - "[Misinformation](#)" (NLP's Checkology® virtual classroom).
 - Infographic: "[Is it legit? Five steps for vetting a news source](#)" (NLP's Resource Library).
 - "[Fact-check it!](#)" (NLP's Resource Library).

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The Power of Untruthful Information Pollution

We are programmed to believe everything we see and hear . . .

We have a primordial brain in a modern world . . .

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We see the stakes for students, learning, and democracy itself, so why don't we do anything about it?

Because we have so much else to do

And

Because it might feel unsafe to directly address information pollution, which is often politically charged

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We see the stakes for students, learning, and democracy itself, so why don't we do anything about it?

Because we have so much else to do

And

Because it might feel unsafe to directly address specific instances

SO

We need to find a way to integrate instruction **into what we already do** and are expected to do . . . that will prepare learners to deal with information pollution

An explosion of culture-war laws is changing schools. Here's how.

By Hannah Natanson, Clara Esco Meraz and Amy Nacuquansany
October 26, 2022 at 8:02 a.m. EDT

Number of laws passed affecting the education culture wars
Over the past three academic years, 25 states have passed 64 laws reshaping what students can learn and do at school.

7

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EdWeek Update

Educators Are Deeply Conflicted on Teaching Heated Cultural Issues, Survey Finds

PREPARED,
NOT SCARED

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So What *Can* We DO? The Uniqueness of our approach

The answer is instruction. All solutions to all problems require instruction!

Including

- 1) instruction to support **self-study** into our own minds, biases, and susceptibilities
- 2) Integrate instruction to develop student's general capacity for *noticing* and *controlling* information pollution in the context of our disciplinary work.

Self-Studying

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Q. But I already teach critical reading in the context of literature and other linear texts. Won't that suffice? A. **HARD NO**

Cognitive demands of online reading differ from those of linear reading as digital readers

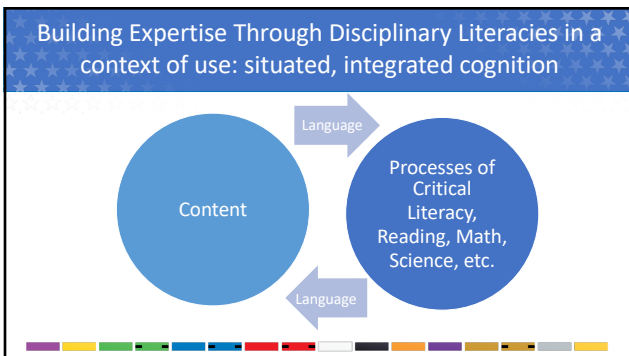
MUST move between rapid reading-to-locate processes and deeper processes of meaning construction. (COIRO, 56)

AND "Online, readers must find and construct their own sets of texts to read closely after searching for and evaluating a potentially infinite set of texts for relevance and trustworthiness" (HARTMANN, ET AL.62).

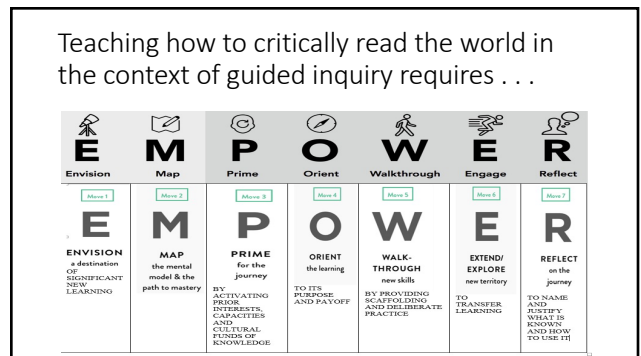
Digital texts

- Digital texts are likely to have visual elements; many linear texts do not.
- Digital texts have links; linear texts do not.
- Digital texts may have embedded video; linear texts do not.
- Digital texts will use data from your responses to send you future texts; linear texts cannot do this.

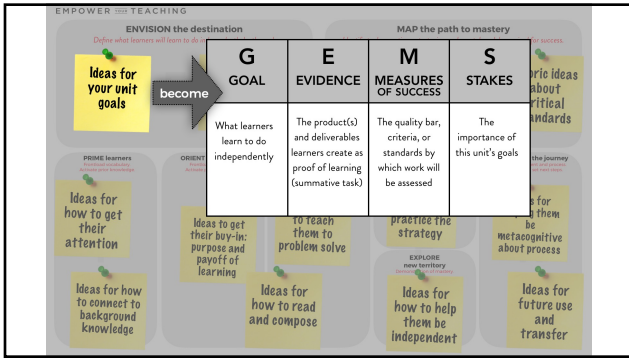
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ENVISION the destination: Goal • Evidence • Measures of Success

Fighting Fake News: Knowing your own mind!

The unit

- READ/VIEW:** Analyze causes and effects of a complex problem
- DEVELOP:** self-awareness and self-control in relationship to the problem
- CREATE/COMPOSE:** Compose policy arguments grounded in evidence and connected through reasoning

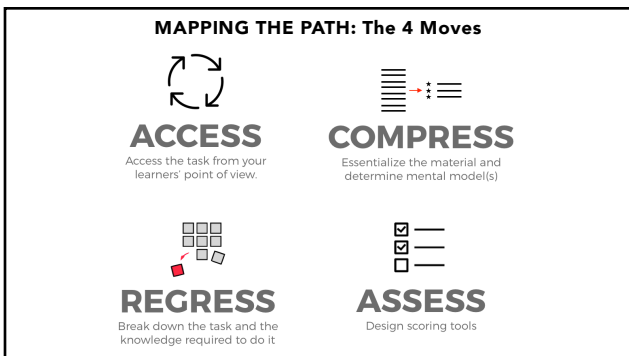
Work products will be judged on criteria such as:

- 1) Micro-arguments
- 2) SMU policy paper
- 3) PSA campaign

Measures of success (quality objectives):

- Evidence-based
- Insightful / reasoned
- Coherently structured
- Actionable (solution)

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Strongly Disagree ←————→ **Strongly Agree**

I am addicted to social media.

An addiction (to cell phones/dopamine) is something outside of a person's control.

SMU makes us anxious and anxiety makes us even more susceptible to fake news.

Social media is a safe and reputable place to get news.

Social media connects you to people with different perspectives.

Social media often manipulates you into believing things that are for the benefit of political groups or corporations and NOT for your own benefit or that of your community.

Many of my social media contacts are actually Russian trolls.

Social media providers should be able to produce whatever kinds of content they want, even if the content consists of information pollution.

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In this activity, we are generating data that can be modeled and analyzed

“YOUR OPINION COUNTS” if supported by evidence and reasoning

- **WHAT MAKES YOU SAY THAT?** What evidence do you have from the data?
- **SO WHAT?** What conclusions can we draw about our class?

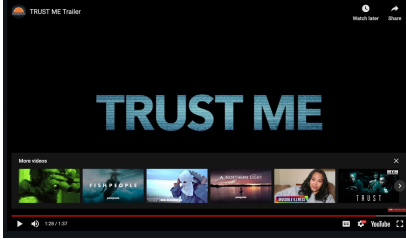
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Watch, create survey questions, and respond with points of agreement and disagreement to

• [The Social Dilemma](#)

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Watch, create survey questions, and respond with points of agreement and disagreement to [TRUST ME](#)



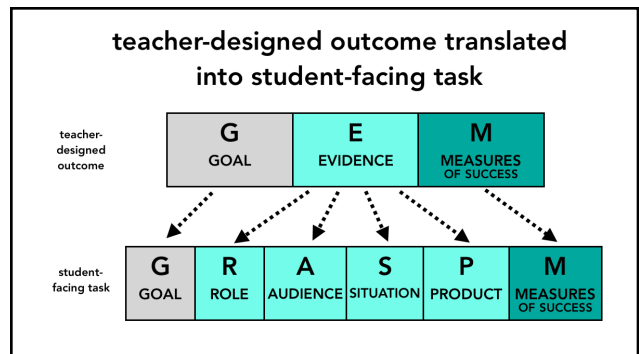
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Essential Question: What are the causes and consequences of social media use? What could/should you personally, this school (and society) do about social media use?

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<p>Make an evidence-based argument about the challenges or dangers of social media use, particularly to teens.</p>	<p>vs.</p>	<p>Students are using social media outside and inside of school. Many seem addicted to it. As a copywriter for a leading marketing agency, you have been hired to build a compelling campaign that influences teens to use social media with more awareness.</p>
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Walkthrough: MILESTONES ON THE PATH TO MASTERY

Level 1. Learn about cognitive bias and your susceptibility to it

Level 2. Analyze social media posts (noticing persuasive moves and appeals to cognitive biases) and contrast persuasion vs. logical argument in visual texts/memes

Level 3. Pursue research into the topic at hand while evaluating reliability of sources and credibility of evidence, collect primary data (through surveys/interviews), and weigh evidence for arguments about SMU.

Level 4. Apply reasoning to evidence to generate claims.

Level 5. Craft multiple micro-arguments that can be “stacked” on each other to support more complex claims.

Level 6. Anticipate and pro-actively respond to potential counterclaims.

And so on, leading up to... [THE DESTINATION](#)


Create (1) a compelling responsible use of SMU PSA campaign for your school, and (2) a well-sourced and cited position paper sharing the reasoning and evidence behind the campaign.

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Know your own mind or be manipulated!

When I was growing up in rural Ohio there was a county highway near his home with a series of Burma Shave signs

Don't lose
Your head
To gain a minute
You need your head
Your brains are in it



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Why do we ALL believe and spread information pollution?

- cognitive and memory limitations, including deeply embedded cognitive biases
- pre-existing commitments, beliefs and identities
- directed motivations to defend or support our identity and group affiliations
- messages from other people, usually close to us and exercising influence on us, and the views of prominent influencers and political elites
- Anxiety + high-stakes information that matters to us

(Nyhan & Reifler, 2010)

System 1
"Fast"

DEFINING CHARACTERISTICS
Unconscious
Effortless
Automatic

WITHOUT self-awareness or control

"What you see is all there is."

ROLE
Assesses the situation
Delivers updates

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SYSTEM 1
95%

Intuition & Instinct

Fast
Automatic
Associative
Unconscious
Error prone

SYSTEM 2
5%

Rational thinking

Slow
Effortful
Logical
Conscious
Reliable

Source : Daniel Kahneman, 2011

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Scaffolds help us know, think and do what we do not yet know, think and do.

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What if? An exercise in social imagination

- You lived in the 19th Century?
- Were another race?
- From a different country
- Had grown up impoverished?
- Had grown up without access to school?
- Had a loved one denied life-necessary medical care?

The Sociological Imagination

The Sociological Imagination is stimulated by a willingness to view the social world from the perspective of others.

It involves moving away from thinking in terms of the individual and their problems, focusing rather on the social circumstances that produce social problems.

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How many people die each year in commercial airplane crashes in the US?

How many people die each year in automobile crashes each year in the US?

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Learning about cognitive bias

The availability heuristic


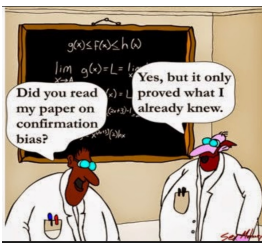
All the information

The information you use to make a decision

- recent
- frequent
- extreme
- vivid
- negative


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Confirmation bias

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Confirmation bias


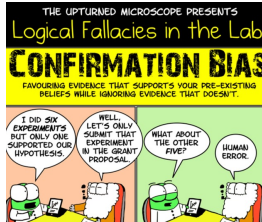


CONFIRMATION BIAS is twisting the facts to fit your beliefs; Critical thinking and reading is bending your beliefs to mirror the facts. Seeking truth is not about validating your own story of how the world works, but about accepting and constructing the story told by the world.

-Adam Grant

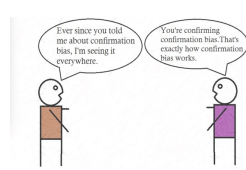
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Confirmation bias

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Student generated images about bias

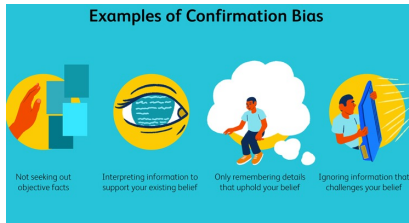


Confirmation bias is our tendency to favor information that already confirms our existing beliefs.

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Can you think of an example of confirmation bias?

Examples of Confirmation Bias




- Not seeking out objective facts
- Interpreting information to support your existing belief
- Only remembering details that uphold your belief
- Ignoring information that challenges your belief

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True or false?

- Tigers eat people.
- Mosquitoes transmit the West Nile Virus.



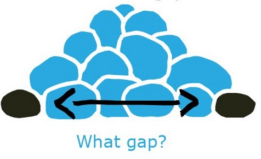
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True or false? The Gap Instinct: Reality exists on a continuum, not on extremes.

- Tigers eat people. It is the very rare and only a very weak tiger who might eat a human. (*Maneaters of Kumaon*, Corbett)
- Mosquitoes transmit the West Nile Virus. Only 2-20% of mosquitoes are carriers in areas where there is West Nile. Only .0002% of people bitten by a carrier have the disease transmitted to them. (NIH)

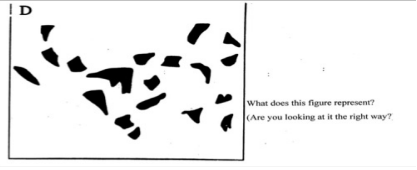
1. Locate the majority

Look at the gap!



What gap?

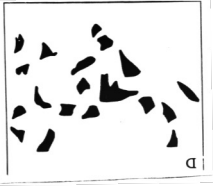
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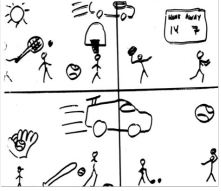
What does this figure represent?
(Are you looking at it the right way?)

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Reading requires the right orientation and filling in the gaps

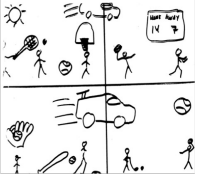


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The importance of purpose



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Blinds for sale!

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Blinds for Sale!

Goose hunting season opens soon!

Schema activation and the need to reframe . . .

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She ran quickly towards the rising sun

44

She ran quickly towards the rising sun


- Knowing that fresh oats would be in the barn!

The importance of reframing and revisualizing

45

WE ARE ALL SUSCEPTIBLE; We all have limited perspectives and experiences

"Am I truly seeking the truth right now or am I just trying to justify something pre-existing within myself or from my own limited perspective?"



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Practice makes Perfect . . .
NOT- Practice makes PERMANENT

So, you better be darn careful what you practice and how you practice . . .

We must deliberately practice in ways that lead us towards expertise, that use the mental models of experts, that move us down the **correspondence concept** continuum.

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THE COR QUESTIONS


Who is behind this information?

What's the evidence?

What do other sources say?

"So you want to get rid of all of these monuments that have been erected to people and events in our nation's past, tied to the Civil War, which you find horribly, horribly offensive and you want to get rid of all vestiges. Well, at what point are you gonna realize that you also have to discard the Democrat Party? If you're gonna really succeed and follow through to the end on this mission, you've got to get rid of the Democrat Party."

Booker E. Scarborough



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THE COR QUESTIONS

How are Confederate monuments built after the Civil War different from Nazi monuments built in Germany after WW2?

Trick question: Germany didn't commemorate crimes against humanity and losing a war by building participation trophies.

Who is behind this information?

What's the evidence?

What do other sources say?

Checkmate, Confederates.

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Three essential skills

Careful observation

Reverse image search

Google like a pro

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Observations

What do you see that might question the authenticity of this image?

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Observations:

1. Coloration of faces
2. Distortion around sleeve & shoulder
3. Skepticism of t-shirt

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What does it mean to "Google like a pro"?

- Searching for information to verify or debunk what you are seeing or reading.
- Learning additional context from other sources.
- Seeing what others are saying about the accuracy of the information or the credibility of the source.
- Evaluating multiple sources to become more confident in whether to share or act on the information.

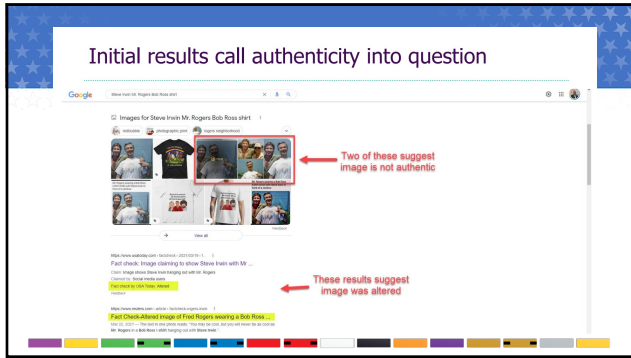
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Eight Tips to Google Like a Pro

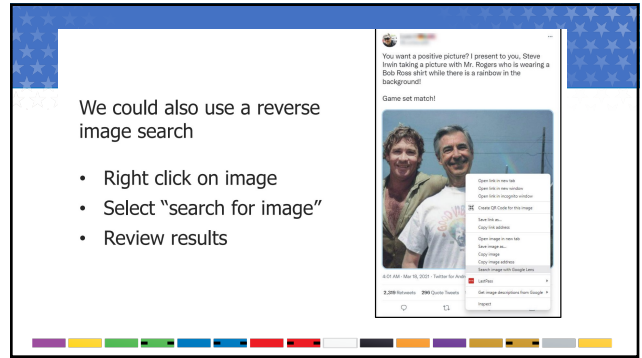
The internet is increasingly large. In fact, it's exponentially growing. Sometimes it's easy to find something specific, but often it's hard to find what you're looking for. Here are eight tips to help you improve your search results and save time on what you're looking for more quickly.

1. Use quotation marks: If you put quotation marks around your search terms, Google will search for phrases containing that exact phrase.
2. Limit to news: If you're looking specifically for credible news items, you'll find them more quickly by clicking on the tab labeled "News".
3. Use basic Boolean operators: Use AND to separate when you're searching for two results that contain both of your search terms. "Search 'Search' AND 'Search Terms'". Use OR to separate when you're searching for two results containing any one of your search terms. "Search 'Search' OR 'Search Terms'". Use NOT to exclude when you're searching for one result that does not contain the other. "Search 'Search' NOT 'Search Terms'".
4. Use parentheses to group operators: Use parentheses to group operators when you're searching for two results that contain both of your search terms. "Search 'Search' AND 'Search Terms'".
5. Narrow the time frame: When you get results for a search, click on "Tools" and then "Any time". In the dropdown box, you'll be able to choose from options as recent as "Past hour" or as far back as "All time". You can also choose "Past 24 hours", "Past week", "Past month", "Past year", or "All time".
6. Search one section of a specific website: If you're looking for a specific website or webpage on a specific website, it's possible to search for a website that use the word "page" in order to find the page you're looking for. For example, "page:facebook.com".
7. Search a specific website: If you're looking for a specific website or webpage on a specific website, it's possible to search for a website that use the word "page" in order to find the page you're looking for. For example, "page:facebook.com".
8. Use - to exclude from results: To exclude particular terms or websites from your search, use the minus sign (-). For example, to search for Facebook groups for the term "cat" but not for websites that include results with the phrase "Dawn Hill", you would search "cat -Dawn Hill".

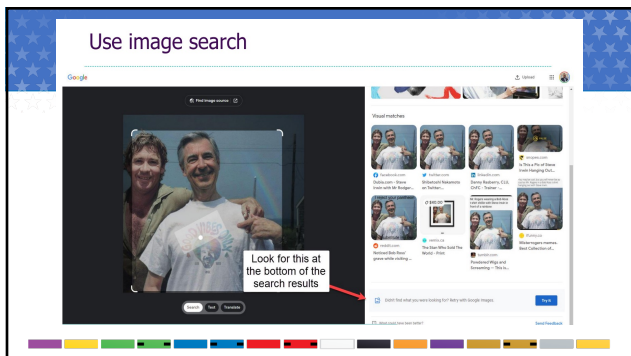
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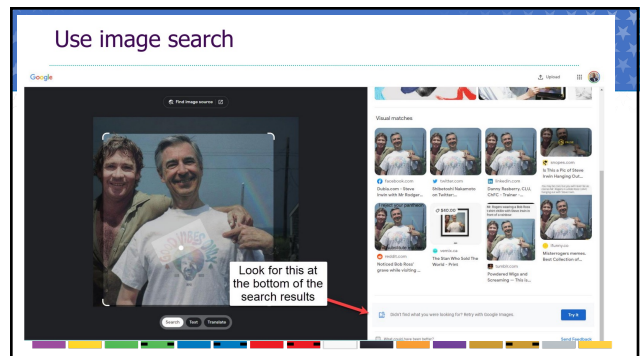
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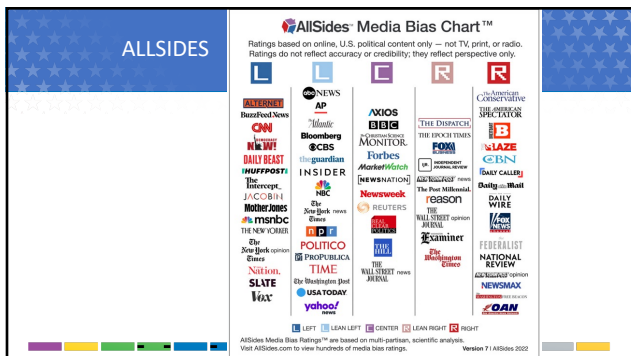
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Guided inquiry looks at all perspectives and interrogates our own biases and affiliations

ONE PROBLEM: "When we must decide between believing the facts or belonging, belonging always wins."
-Zeynep Tufekci

ONE BIG SOLUTION: "Truth was never bested by a bad argument, unless all the arguments were not made."
-John Milton

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What Cognitive Biases are at play?

How are Confederate monuments built after the Civil War different from Nazi monuments built in Germany after WW2?

Trick question: Germany didn't commemorate crimes against humanity and losing a war by building participation trophies.

Checkmate, Confederates.

"So you want to get rid of all of these monuments that have been erected to people and events in our nation's past, tied to the Civil War, which you find horribly, horribly offensive and you want to get rid of all vestiges. Well, at what point are you gonna realize that you also have to disband the Democrat Party? If you're gonna really succeed and follow through to the end on this mission, you've got to get rid of the Democrat Party."

Orin E. Scarborough

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What cognitive biases are at play?
Lots of them

- Confirmation bias
- Bandwagon
- Tribal affiliation bias
- Availability bias
- Binary bias
- Gap instinct

1. Locate the majority

Look at the gap!

What gap?

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And what about the great middle ground?

- Remixing statues (John Lewis projected onto Robert E. Lee)
- Statue gardens
- Statue museums
- Commentary plaques
- Paired statues: Sojourner Truth, Frederick Douglass

LET'S KEEP ALL THE MONUMENTS INCLUDING THIS ONE

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THE COR QUESTIONS

- Who is behind this information?
- What's the evidence?
- What do other sources say?

You can dig deeper into question 1 by asking:

- Is the evidence from authoritative sources?

And into Question 2 by asking:

- Is the evidence credible and safe?
- Is the evidence from an authoritative source?
- Is the evidence repeated across sources? (employ lateral reading!)
- Is the evidence relevant? Is, on point for our current inquiry?

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- What is the source?
- Is this source reliable?
- [Twitter feed](#)

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Evaluating Evidence: Start with an EVIDENCE RANKING

2. Claim: I need to have an increase in my allowance.

Audience: Your parents or caregivers.

- A. All the kids in my class get more allowance than I do.
- B. The prices of the things I buy with my allowance have gone up quite a lot due to inflation.
- C. As reported in *US News and World Report*, parenting experts agree that allowances in return for chores teaches a strong work ethic, financial literacy, fiscal responsibility, a sense of what it takes to run a household and a sense of familial belonging.
- D. A recent poll of 2,505 teens showed that the average amount of allowance for 13-15 year-olds was over \$13 and I only get \$5.
- E. According to Kaitlyn Laurie, a child and adult psychotherapist in Madison WI, if kids' allowances aren't enough, it gives kids "the impression things come too hard".

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Evaluating Evidence

Semantic Scales: Analyzing Evidence Example

Question: "Is technology making us stupider?" Claim: "Yes, technology is making us stupider because it is addictive and distracts us from deep thinking." Evidence: "Technology is enabling our brains," said Nora Volkow, director of the National Institute of Drug Abuse and one of the world's leading brain scientists. She and other researchers compare the flow of digital stimulative fun to that of drugs and alcohol that is hard to戒, which are essential but counterproductive in excess." (Quoted from Richard, Attached to Technology and Pajing a Pilot, New York Times, June 6, 2010)

SAFETY OF EVIDENCE/ACCEPTABILITY AND VISIBILITY

2
 5 Safe, can be agreed upon
 Unsafe, illogical and untrue

BECAUSE: Dr. Volkow is cited as an expert on drug abuse and the brain. We can point directly at her quote. We were able to look her up and confirm her as an expert and confirm her viewpoint on technology as addictive, distracting and something that is rewiring our brains. So this evidence is safe. We can agree she is an expert and that she said what she said.

AUTHORITY OF SOURCE(S)

X
 Positive
 Negative

BECAUSE: The New York Times is a credible new source, and Matt Richtel is an award winning journalist.

REPLICABILITY OF EVIDENCE

X
 Repeated/Repeatable
 Not repeated/Not repeatable

BECAUSE: The rest of the article cites several other experts who also believe that the brain is being rewired in ways that are highly addictive, that distract us, and that keep us from concentrating or thinking deeply about issues over time. Some of the other articles we read also confirmed this point of view. We did not give this our strongest rating because there are experts who agree that technology makes us smarter in some specific ways like visual acuity and reaction time.

Analyzing Evidence Semantic Scales by Rachel Boat from Froth Talker on Teaching Literacy Elements by Smith and Wilhelm (2010). Page 7

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Rules of Notice (from DIVING DEEP)

A Mental Model of Expert Reading: Reading as Top-Down & Bottom-Up

Experienced readers begin to develop instincts for what matters when we read, in effect becoming text detectives

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Mental Model: There are three general rules of notice used by authors signaling what we are to notice -- and then interpret!

Explicit Announcements/
Direct
Statements: bullets points

Calls to attention (there are many sub-categories: titles, call outs, metaphors, intros, conclusions, questions, word play/multiple meanings, etc.)

Ruptures: any surprise or shift, irony, unreliable narrator

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And another one applied by readers in response to textual moves: Rules of the Reader's Response – what gives us an emotional charge, makes us question, intense agreement, etc.

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PORTER IS NOT A BULLY

WHAT DO YOU NOTICE? WE MUST NOTICE BEFORE WE CAN INTERPRET.

DIRECT STATEMENTS?
RUPTURES?
CALLS TO ATTENTION?
READER RESPONSE?

Left in an alley with broken legs and a smashed jaw. Abused. Abandoned. Alone. Porter loved his new family. And they love him.

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PORTER IS NOT A BULLY

How are you being positioned? And how do you feel about that?

The creator of this text expects an audience who will:

Want to identify themselves with it Who needs to be won over the product and message

WHAT MAKES YOU SAY SO? SO WHAT?

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MILK for REAL MEN

- DIRECT STATEMENTS?
- RUPTURES?
- CALLS TO ATTENTION?
- READER RESPONSE?

The audience for this advertisement is expected to

Feel reassured about who they are Feel insecure about who they are

Are you part of the audience? How are you being positioned? And how do you feel about that?

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1/11/18
FAKE NEWS

On the bad news station they're doing interactive multiple choice questions such as: "The difference between fifty and one hundred dollars is (1) a lot, (2) an insignificant sum, (3) fifty per-cent, or (4) the difference between fifty and one hundred dollars." Then the host introduces a guest who will, on the basis of your answer, tell you how you will vote in the next election.

Explain to students that we will transfer the work they've been doing on the messages in ads to literary texts, in this case the poem *1/11/18 Fake News*.

a. The poet suggests his audience is

Too smart to be taken in by fake news Vulnerable to fake news

From Playlist by David Lehman, University of Pittsburgh Press, 2019.

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Readers of the poem [IDENTIFY YOUR POEM] are, we argue, expected to [INCLUDE YOUR RESPONSE TO THE SCALE]. We take this position based on [INCLUDE A RULE OF NOTICE]. We also noticed that [INCLUDE A RULE OF NOTICE]. Additionally, [DESCRIBE HOW A DIFFERENT RULE OF NOTICE IS USED]. Finally, [DESCRIBE HOW A FINAL RULE OF NOTICE IS USED].

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Mantle of the Expert Drama! Social Media Extension for Lesson 1-

Purpose

In this part of the lesson we will consider how stories are at the heart of social media communication. We want to highlight the wider conversations going on around organizations or personalities, and each post or series of posts is a way of intervening in the story to fulfill an objective to get the audience to know, believe, do or engage with something. We will also give students a creative opportunity to think like readers and apply the rules of notice while both composing and reading social media texts in the role of SMU business consultants.

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The Importance & Difficulty of Transfer

Understanding requires transfer of learning to new situations

Despite the importance of transfer to all learning, research findings over the past nine decades clearly show that as individuals, and as educational institutions, we have failed to achieve transfer of learning on any significant level (Haskell, 2000, p. xiii)."

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Transfer must be the goal of all teaching! And it only occurs (Haskell, 2000) through 3D teaching and learning

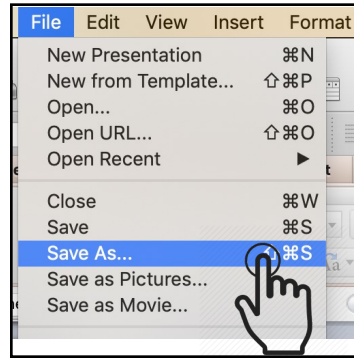
1. If students have command of the knowledge that is to be transferred; (**lots of deliberate practice and conscious competence- mental model and map**) KNOWING
2. If students get plenty of practice in applying meaning-making and problem-solving principles to new situations (**deliberate practice**) DOING
3. If students have a theoretical understanding of the principles to be transferred; (**conscious competence**) KNOWING WHY and HOW
4. If a classroom culture cultivates a spirit of transfer that encourages students to bring knowledge forward to new situations and shows them the benefits of doing so; (**deliverables and culminating projects –working always towards immediate applications!**) THINKING, ENGAGING, BEING . . . TRANSFORMATIONS OF UNDERSTANDING, SYSTEMS, BEHAVIOR . . .

78

TRANSFER requires mastery of Threshold Knowledge which is 3D/4D and is Made Up of

- The threshold concept of **(knowing)**
- Which allows the learner to engage in the problem-solving or meaning-making processes of **(doing)**
- And to consider, justify, discuss, reflect, extend, and rehearse for transfer by **(thinking)**
- Which leads to deep engagement and understanding that takes one through a gateway to transfer of newtransformed ways of knowing, doing, thinking and being **(engaging - understanding - being)**

79



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- New Presentation ⌘N
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- Open... ⌘O
- Open URL... ⇧⌘O
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- Close ⌘W
- Save ⌘S
- Save As... ⌘S**
- Save as Pictures...
- Save as Movie...

Reflecting is like clicking save...

If you don't do it, you lose your work.

80



Think About It!

LOOK FOR: Reflection and invitations for transfer throughout

81

Procedural feedback format for promoting growth mindset and agentic identity

The way you NAME EFFORT AND STRATEGY USE had the effect of DESCRIBE EFFECT because EXPLAIN WHY / HOW IT WORKED.

82

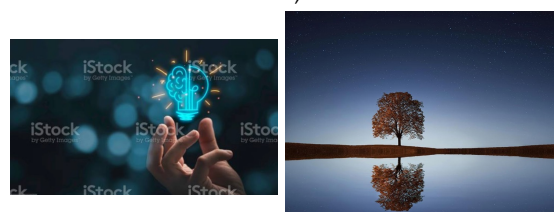
Procedural feed-forward format for promoting high road transfer

I wonder what would happen if you tried DEFINE NEW APPROACH because NAME WHY IT MIGHT WORK.

And this could extend learning and effect by POTENTIAL IMPACT.

83

How can you structure in ongoing daily reflections about news literacy? End of unit reflections? CONSCIOUS COMPETENCE, PEOPLE!



84

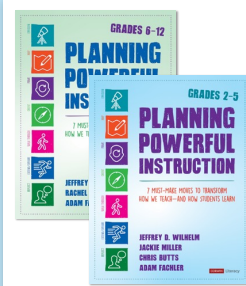
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News literacy is critical to being informed and engaged in the civic life of your communities.”

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2. Learn to detect misinformation, faulty evidence and manipulation.
3. Verify information, and the sources of it, using effective verification skills.

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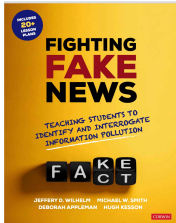
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