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***Questionnaire 1 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...)***

1. Qui est le premier à avoir « théorisé » (c’est-à-dire émettre sur un sujet des jugements et opinions énoncés sous forme théorique) le phénomène de la fausse nouvelle ? A partir de quand?

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1. En quelle année est apparue l’imprimerie ?

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1. La fausse nouvelle relate **des faits** qui ***(complétez)*** \_ \_ \_ \_ \_ \_ \_ \_ \_

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1. Que veut dire **protéiforme** ? **Ubiquité** ?

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1. Expliquez avec vos propres mots **le rôle contradictoire** que joue le **Web** face à l’information ?

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1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin d’aiguiser **votre esprit critique** face au flux d’informations que nous recevons.

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***Questionnaire 2 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...)***

1. Dans un pastiche, un canular ou une parodie, les faits ***(complétez)*** \_

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1. Quels peuvent être les objectifs d’une parodie ?

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1. Dans un pastiche, de quelle manière un auteur fait-il passer un message ? (Quels moyens utilise-t-il ?)

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1. Donnez 3 synonymes du mot canular :

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1. Sous quelles formes peut être réalisé un pastiche ? (En citer 3)

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1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin de développer **votre esprit critique** face au flux d’informations que nous recevons.

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***Questionnaire 3 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...).***

1. Quand on fait du sensationnel, les faits sont ***(complétez)*** \_ \_ \_ \_ \_ \_ \_

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1. Quelles est la principale caractéristique **d’un scoop** ?

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1. Quel est, pour un journal quotidien par exemple, le but de faire dans le sensationnel ?

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1. Donner la définition du mot **concurrentiel** et expliquer ce qu’est un **crash médiatique**.

Concurentiel : \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

Crash médiatique : \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

1. Que risque de perdre un journal qui publie un scoop sans vérifier que l’information est exacte ?

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1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin de développer **votre esprit critique** face au flux d’informations que nous recevons.

- \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

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***Questionnaire 4 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...).***

1. Quand on calomnie ou qu’on diffame une personne, on énonce des faits qui (***complétez)*** \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

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1. Quels peuvent être les objectifs d’une calomnie (citez-en 2) ?

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1. Qu’est-ce qu’un **acrostiche** ?

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1. Quelles conséquences graves peuvent avoir le fait de diffuser publiquement des messages calomnieux ou diffamant sur une personne ?

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1. Que signifie les mots « **satire** » et « **burlesque**» ?

Satire : \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

Burlesque : \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin de développer **votre esprit critique** face au flux d’informations que nous recevons :

- \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

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***Questionnaire 5 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...).***

1. Pour faire de la propagande, **les faits** (***compléter)*** \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

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1. Quel peut être l’objectif de faire de la propagande, en temps de guerre par exemple ?

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1. Avec vos propres mots, expliquer l’expression « **bourrage de crâne** ».

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1. Qu’est-ce qu’**un démenti**?

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1. En faisant une recherche, expliquer pourquoi le discours de Colin Powell (ancien ministre des affaires étrangères des Etats-Unis) devant l’O.N.U. en 2003 est qualifié de propagande :

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

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1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin de développer **votre esprit critique** face au flux d’informations que nous recevons.

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***Questionnaire 6 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...).***

1. Avec la rumeur, **les faits** (***complétez)*** \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

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1. D’après vous pourquoi veut-on faire circuler une fausse rumeur ?

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1. Quel est aujourd’hui le principal outil de propagation d’une rumeur ?

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1. Que peut provoquer une fausse rumeur qui se propage ? (Quels comportements nocifs ?)

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1. Qu’est-ce qu’**un pogrom**?

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1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin de développer **votre esprit critique** face au flux d’informations que nous recevons.

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***Questionnaire 8 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...).***

1. Combien d’années a duré l’imposture des « Monts de Kong » ?

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1. Expliquer en quelques mots ce qu’est **la thèse créationniste**.

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

1. A quelle autre théorie s’oppose-t-elle ?

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1. Pourquoi le phénomène de contestation d’articles scientifiques s’est aujourd’hui accentué ? Donner au moins 2 raisons :

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1. En faisant une recherche, expliquez ce qu’est « **un journal prédateur » :**

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1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin de développer **votre esprit critique** face au flux d’informations que nous recevons.

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***Questionnaire 7 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...).***

1. Dans la « **théorie du complot** », on prétend que **les faits** sont \_ \_ \_ \_

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

1. Pour quelle catégorie d’évènements en particulier, le complotisme est souvent mis en cause ?

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1. Qu’est-ce que le **manichéïsme** (1er paragraphe : ***une vision manichénne du monde***) ?

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1. Définissez le mot **spéculation**.

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1. Expliquez ou reformulez avec vos mots *«  remettre en cause la version* ***communément admise*** *d’un évènement au motif* ***qu’elle est officielle ». (1er paragraphe)***

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1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin de développer **votre esprit critique** face au flux d’informations que nous recevons.

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Exposition

Histoires de

FAUSSES NOUVELLES

***Questionnaire 9 (recto-verso) : Répondez aux questions en vous aidant de la bonne affiche et des outils à votre disposition dans le CDI (Dicos, livres, ordinateurs...).***

1. Dans une **info**, **les faits** sont \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

Dans une **intox**, **les faits** sont \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

1. Que veut dire **une diffusion virale** ?

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1. Pourquoi dit-on que l’information numérique est une aubaine ? Mais aussi un risque ?

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1. Définissez le mot «  **la gageure** » (paragraphe

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1. Risque-t-on d’avoir des problèmes avec la justice quand on diffuse de fausses informations dans l’espace public ? Expliquez ?

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1. Reportez-vous à l’affiche **« Pour y voir plus clair »** ;

Citez au moins 3 outils individuels **que vous préférez** utiliser afin de développer **votre esprit critique** face au flux d’informations que nous recevons.

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Chers collègues,

Ce mois-ci, l'éducation aux médias est à l'honneur. A cette occasion nous avons installé un kiosque Presse, avec un large choix de magazines afin de montrer aux élèves la diversité des publications, de se familiariser avec ce genre de médias et le vocabulaire qui l'entoure.

De plus une exposition (produite par la BnF et le CLEMI) intitulée "Histoire de fausses nouvelles", présente en 11 panneaux l'histoire passée et actuelle de la "fausse information". Canulars, sensationnel, pastiches, diffamation, propagande, rumeurs, complotisme (etc...) sont décryptés pour que les élèves comprennent les différents aspects de la désinformation et développent leur esprit critique.

Vous êtes conviés à venir avec vos classes, que ce soit pour 1h de lecture de presse et/ou la visite de l'exposition. Merci de réservé un créneau auprès du personnel du CDI.

Des questionnaires autour de l'exposition seront à votre disposition. Nous vous proposons, si vous le souhaitez