

Bias in the Media

1. Question

You have learned about primary and secondary sources. Documents and events may be interpreted in different ways based on several factors. It all depends on the perspective and the context in which something was written. Occasionally, the media reports news that contains bias.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does bias by the mass media impact a person's perception of a topic?

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Click the image above to launch the video "What is Media Bias?"
Image Source: YouTube

2. Information Sources

In an ideal world, historians and reporters would not demonstrate bias in their articles. They should present all the facts without giving their personal opinion on an issue. Most people get their information through many sources of media. It is the goal of media news to remain unbiased.

Can you identify the different forms of bias in the media? Review the reading "Detecting Bias in the Media" and then test your knowledge.



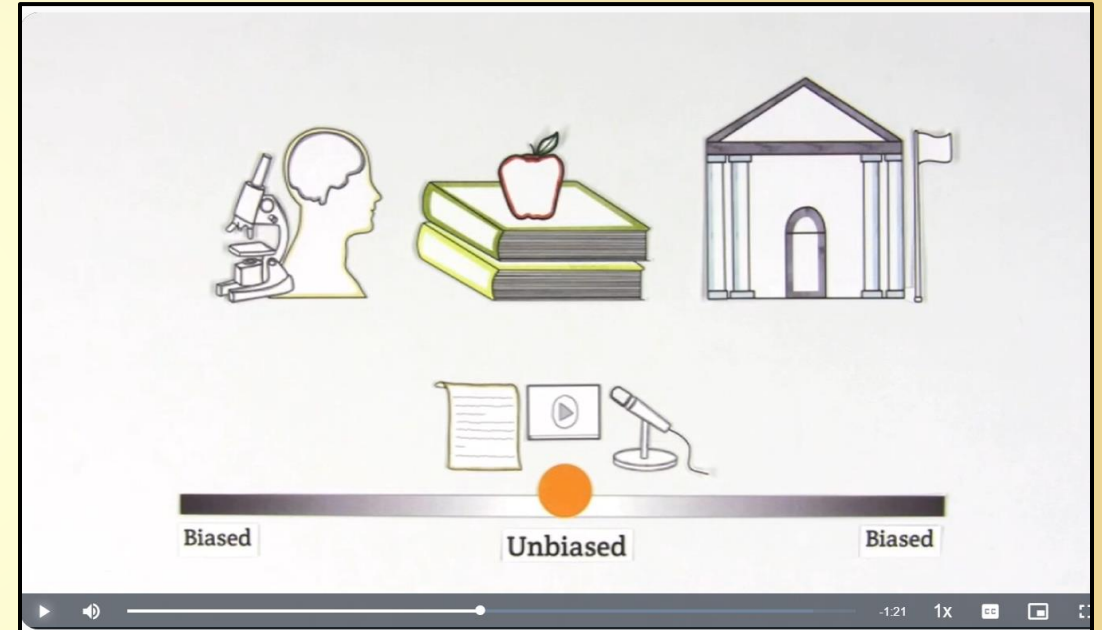
Click the image to go to a website containing viewpoint articles about media bias as well as a timeline.

Image Source: SIRS Issues Researcher, by subscription

3. Student Activity

Determine how bias has evolved over the years by reading the article [“Media Bias”](#)
Read using the [SQ3R Strategy](#).

In order to see how the headline may not always match the story, test your knowledge by completing [Heads Up Headlines](#).



Click the image to launch a Discovery Education video about media bias.

4. Assessment Activity

Now that you know about the types of bias and how media bias may be portrayed, it's time to challenge your knowledge. Your teacher will give you a topic. Your task is to find two articles on the same topic. You will try and identify specific types of bias in the article.

It is suggested that you begin your search for articles using the [BCPS Online Databases](#), specifically Gale Student Resources in Context. You may also find information on news websites. Suggested sources include [Reuters](#) or the [Associated Press](#).

Write a letter to the publisher of the newspaper or website that published the article. The letter should include the following:

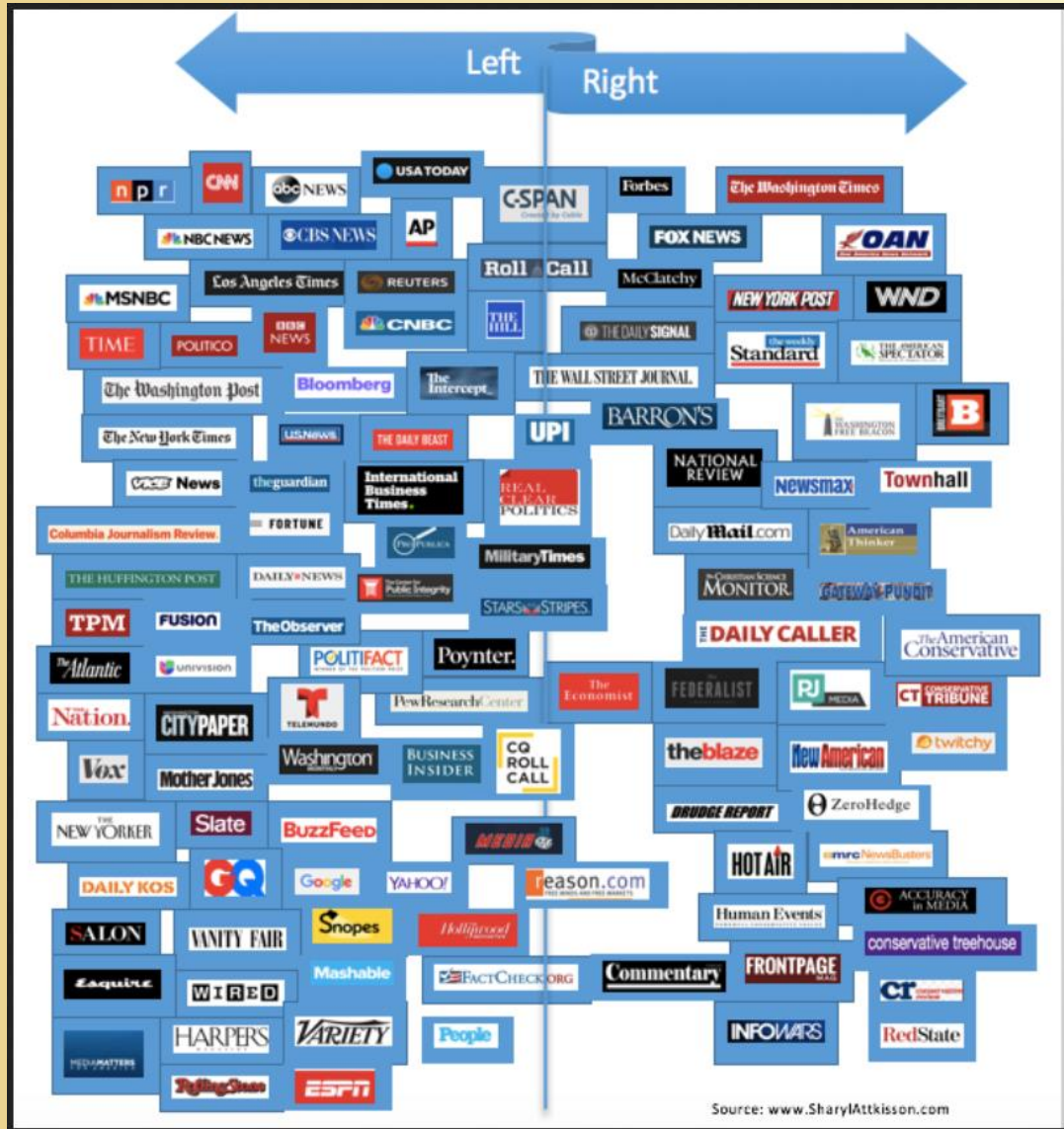
- Title of the article and the author/reporter/historian
- Specific examples of bias found (use the vocabulary terms from the Google Doc “Detecting Bias in the Media”, linked on Slide 2)
- At least 2 suggestions the writer could do to make the article free of bias.
- Specific examples of how bias in the article will impact your view on a topic.

Your letter will be assessed using [this rubric](#).



Image by Maria Cruz for [The Noun Project](#)

5. Enrichment Activities



Examples of Media Bias...

Do you agree that the media may be biased?
What are your thoughts? See what others think about the media.

- [Image Bias Game](#)
- [How to Break it to Your Friends and Family That They're Sharing Fake News](#)

6. Teacher Resources

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Objective: Students will be conducting brief, focused research in order to determine how bias impacts a person’s perception of a topic

Time Frame: Two 45-minute or one 90-minute class periods.

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Links, Usernames, and Passwords](#) for login information as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- The “Then Test Your Knowledge “ activity on slide two is not WCAG compliant. Please use an alternative activity as needed.

Learning Standards Alignment

BCPS Curriculum

8th Grade Students will examine the concept of history in order to draw conclusions regarding its role in interpreting the human past.

[Maryland State Curriculum](#)

7.5.C.1. Analyze the major sources of tension and conflict in the contemporary world

R1.3.4 Uses understanding of the meaning, coherence, validity, and relevancy of ideas to guide comprehension and make connections within and across texts.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 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.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.