

<b>Title:</b> Fake News and Biased Reporting? How do I know what to believe?	<b>Grade:</b> 9th-12th Grades (Secondary)
<b>Content:</b> Literacy, English Language Arts (ELA), Social Studies (HGSS), Communication (Comm)	<b>Duration:</b> Five days—this multidisciplinary unit is designed for a week. It is estimated a total of 10-15 student work hours per week would be needed to complete this unit.

**Standards:**

- **RI.9-10.13 / RI.11-12.13:** Read and comprehend high-quality informational text of appropriate quality for grade-level.
- **W.9-10.9 / W.11-12.9:** Draw evidence from a grade appropriate text to support analysis, reflection, and research.
- **HGSS.1:** Choices have consequences.
- **HGSS.3:** Societies are shaped by identities, beliefs, and practices of individuals and groups.
- **HGSS.5:** Relationships among people, places, ideas, and environments are dynamic.
- **Comm 0.2.2:** Communicate effectively with others to foster positive relationships
- **Comm 0.2.5:** Deliver an oral presentation to provide information for specific purposes and audiences.

**Objective:** Using ELA and HGSS standards, student will read and analyze perspectives to determine how society is shaped through biases and/or stereotypes. Student will write an argumentative essay.

**Resources / Materials Needed:**

Text(s): Bias and stereotypes

[Program to Help Teach Teens Fact-Checking Skills \(Article\)](#)

[Social Media News "Retweeters" Taking More Care \(Article\)](#)

[Why Stereotypes Should be Avoided \(Article\)](#)

Text(s): Perspective 1

[Governor's reject "imaginary clock" on COVID-19 \(Article\)](#)

Text(s): Perspective 2

[Message of Hope about Restarting the Economy \(Article\)](#)

Handouts:

- [Argumentative Writing \(Handout\)](#)
- [Citing Evidence \(Handout\)](#)
- [Writing Process \(Handout\)](#)
- [Annotation / Note-taking \(Handout\)](#)
- [T-Chart \(Handout\)](#)
- [Summary \(Handout\)](#)
- [Vision Board \(Handout\)](#)

\*Student(s) are encouraged to research other sources online if technology is available.

**Description:** Students will develop criteria to determine news authenticity and validate or rationalize an “accurate” perspective. Students will write an argument persuading the audience toward the “accurate” perspective.

**Introduction/Description:**

*Parent/guardian/teacher says:* “I keep seeing so many conflicting statements being made in the media, and statements that seem to be targeting certain groups. How do we know what to believe? Research at least 2 different perspectives and let me know which you believe is the most accurate portrayal of what is happening in America right now. You will write an essay trying to persuade me.”

Key Vocabulary: bias, stereotypes, bipartisan, pandemic, compare/contrast, citations, fake news, portrayal, argumentative

- Day 1: Read research perspective Please take notes and annotate as you read..
- Day 2: Read research perspective Please take notes and annotate as you read.
- Day 3: Reflect on the readings and your notes. Create a set of criteria to evaluate perspectives (For example, Criteria #1: What is the source of the information? Is it a reliable source?). Decide which perspective you believe is accurate. List the reasons why your selected perspective is accurate on a T-chart.
- Day 4: Write an argumentative/persuasive essay that will be used to justify why the selected perspective is more accurate than the other perspective. Please use the writing process to facilitate a quality essay.
- Day 5: Present and summarize full project describing criteria used to determine the accuracy of the selected perspective.

**Accommodations:**

- In addition or in place of reading texts, students could watch opposing news outlets to gain perspectives..
- This project could be extended or shortened for project length limitations. For example, this project could be extended to be 10 days or shortened to 2.5 days

depending on the needs and abilities of the student(s).

- Student(s) could create a visual display instead of an essay.
- Student(s) could choose more than two perspectives to analyze.
- Project can be altered to fit additional grade levels.
- Project could be conducted with a partner(s) or as a family.

**Finished Product:** Present essay validating accurate perspective. Provide project summary/overview.