

Starter Lesson Plan

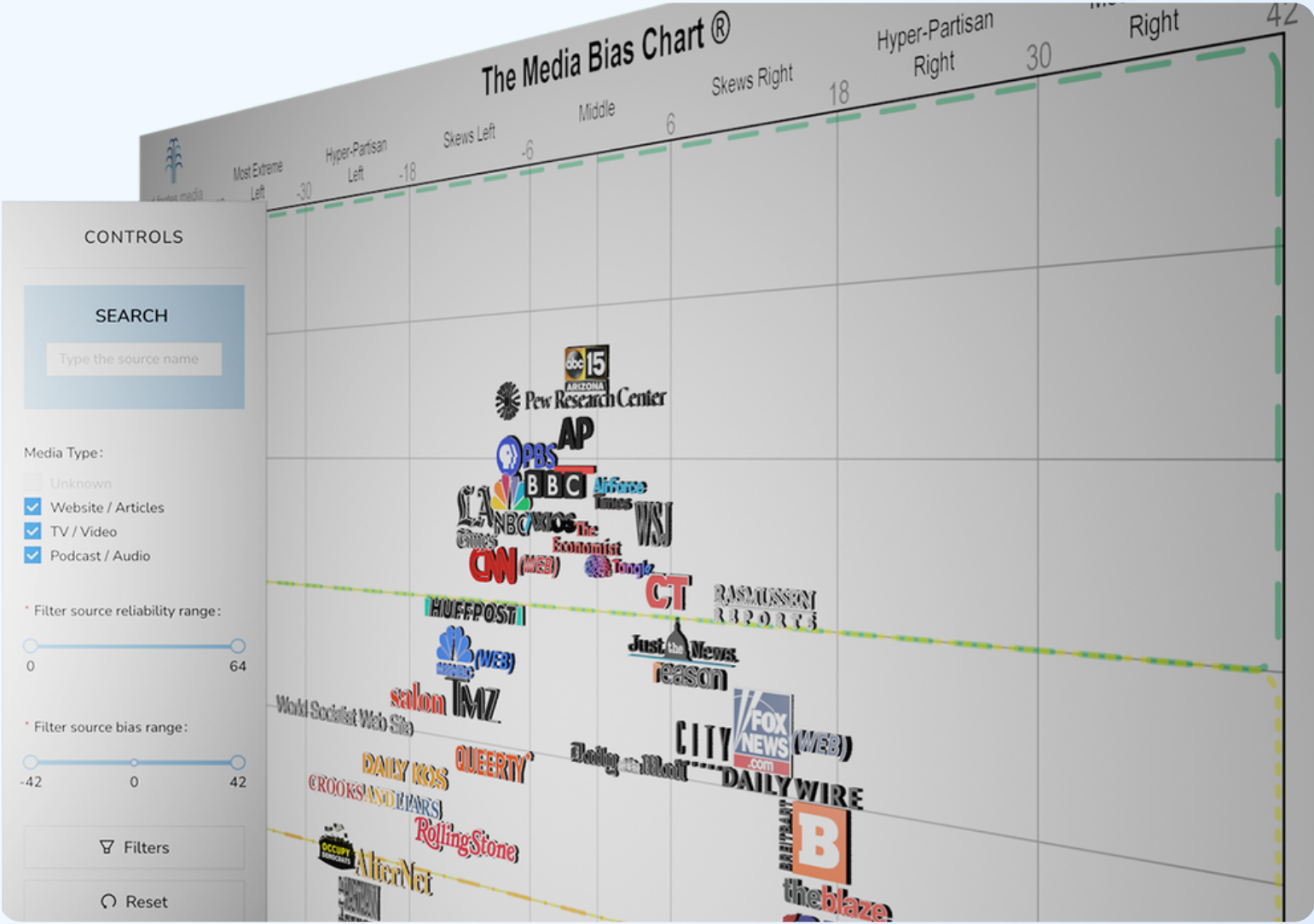


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Media Literacy Lessons Using the Media Bias Chart:

Goals and Objectives

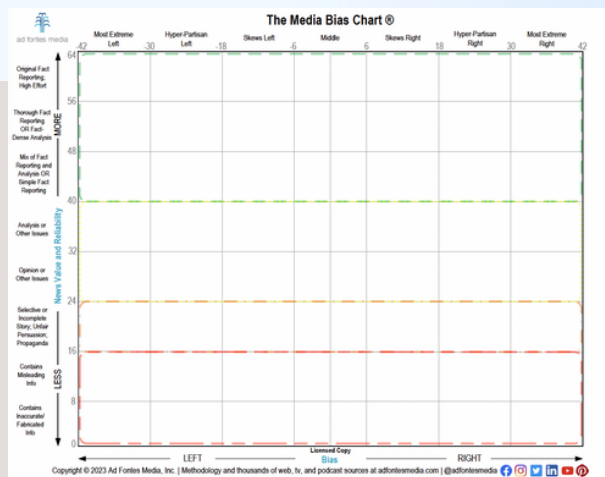


The goals and objectives of these lessons form a cohesive framework for teaching media literacy using the Interactive Media Bias Chart (IMBC) from Ad Fontes Media (AFM). Customizing activities and assessments to align with these objectives will help ensure that students develop a strong foundation in critically evaluating media sources and making informed judgments about the information they encounter. Each lesson plan is intended to be delivered independently so that instructors have maximum flexibility in incorporating them into their already existing curriculum.

Materials needed for each lesson:

- Interactive Media Bias Chart (static or interactive copies of the MBC). For beginners we recommend the blank Media Bias Chart.
- Simplified Rating Methodology guide
- Projector and screen
- Whiteboard and markers
- Sample AFM curated news articles (Starter Topic of the Week (SToTW) or Advanced Topic of the Week (AToTW)) or your own curated news articles
- Internet connection to access AFM teaching materials

Lesson 1: Introduction to Media Literacy



Goals

- Introduce students to the concept of media literacy and its relevance in today's information-rich society.
- Provide students with an overview of the Media Bias Chart as a tool for analyzing bias and reliability in news and news-like sources.

Objectives

By the end of this lesson, student should be able to:

1. Define media literacy and its importance in critical thinking and responsible information consumption.
2. Explain the purpose and components of the Media Bias Chart.
3. Identify the two main axes of the Media Bias Chart and explain the definition of reliability (vertical axis) and explain the definition of bias (horizontal axis).

Activities & Assignments

Share these Video Lessons and review the Simplified Rating Methodology guide prior to assigning any classwork / homework.

[Simplified Rating Methodology](#) (Time: 5 minutes)

[How to Rate for Reliability](#) (Time: 7 minutes)

[How to Rate for Bias](#) (Time: 6 minutes)

[Simplified Rating Methodology guide](#)

Activity 1 - Discussion

Discussion Question: What are the different forms of media? Why is it important to be critical consumers of information?

1. Discuss the importance of critical thinking in today's information age. Explain that the media can influence how people perceive and interpret news.



Activities & Assignments (Cont.)

Activity 2 - Introduction to the Media Bias Chart

1. Introduce the blank MBC and explain the vertical axis (reliability) and the horizontal axis (bias).
 - o Blank Chart
2. Have students look up news sources they're familiar with, place them on a blank MBC, then discuss their placement on the chart.
3. Lastly, show the IMBC or a static MBC with examples of media sources placed on the chart and discuss why they are positioned where they are.

Activity 3 - Analyzing Media Sources in Small Groups

1. Provide students with sample news articles from the SToTW or the AToTW that are on the MBC.
2. In pairs or small groups, have students read the articles and determine why they think these sources were placed where they are on the chart.
3. If students disagree with the placement, encourage them to explain why and justify their placements based on evidence from the articles.

Activities & Assignments (Cont.)

Activity 4 - Class Discussion

1. Have each group share their findings with the class.
2. Facilitate a discussion about the similarities and differences in their perspectives about the placements and justifications for why they would change an article's placement on the chart.
3. Discuss any challenges encountered during the small group discussion and why multiple perspectives are valuable to mitigate our own bias when consuming media.

Conclusion and Reflection

1. Summarize the key points discussed during the lesson.
2. Ask students to reflect on what they've learned from this lesson.
3. Encourage them to apply these skills in their daily lives when encountering news and information.

Lesson 2: Evaluating Reliability in News Reporting

Goals

- Develop students' ability to recognize reliability in news reporting.
- Provide practical examples for students to practice analyzing and categorizing news articles on the MBC.

Objectives

By the end of this lesson, students should be able to:

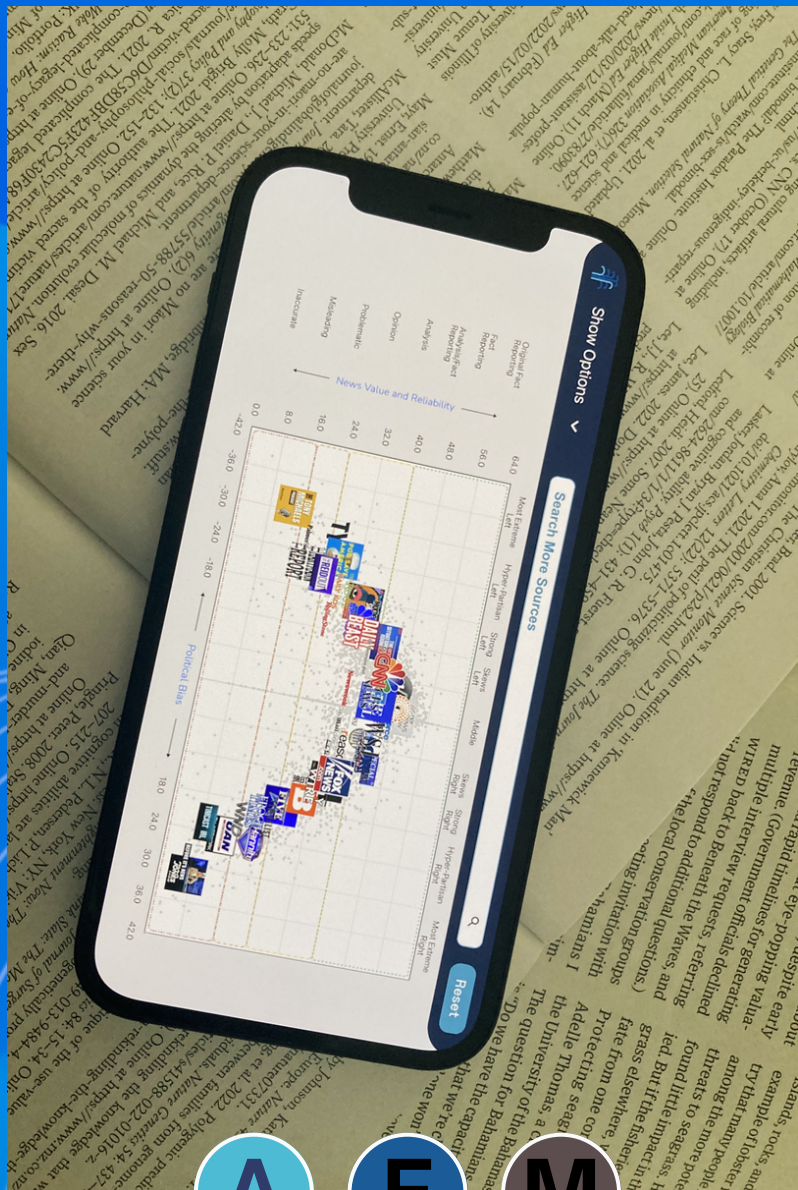
- Define reliability in news reporting and understand how it can influence information presentation.
- Identify elements within news articles that determine reliability such as expression, veracity, and headlines and graphics.
- Analyze sample news articles and determine where they would be placed on the MBC, providing justification for their placements.

Activities & Assignments

Watch the following webinar on reliability and review the reliability guides prior to teaching this segment.

- [Webinar on reliability](#)
- [Reliability Guide Simple](#)
- [Reliability Guide Full](#)

¹ This webinar is part of our 3-part series, "[Teaching News Literacy in the Era of Hyper-Polarized Media](#)" offered to educators. Teachers who complete all 3 sessions can send an email to education@adfontesmedia.com to receive a certificate you can submit for CEUs.



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Activities & Assignments

Activity 1 - Evaluating Source Reliability

Use the following handouts to review expression and veracity with the class:

- [How to Rate Expression](#)
- [How to Rate Veracity](#)
- Provide students with a set of news articles from the SToTW or the AToTW.
- Ask students to evaluate the reliability of each article using the following criteria:
 - Expression: Using the Expression scale, is the article expressed as fact reporting, analysis, or opinion?
 - Veracity: Using the Veracity scale, how true is the article?
- Have students place each article on a blank chart and explain their ratings based on the Expression and Veracity scales.



Activities & Assignments (Cont.)

Activity 2 - Analyzing Headlines and Graphics

Use the following handout to review headlines and graphics with the class:

- [How to Rate Headlines and Graphics](#)
 1. Provide students with articles from the SToTW or the AToTW, each with a headline and accompanying graphics.
 2. Ask students to evaluate the reliability of each source based solely on the headlines and graphics. Have them explain their reasoning.
 - **Headline/Graphic:** Is the Headline/Graphic timely, fair and relevant to the article you just read?
 3. Discuss as a class how students arrived at their conclusions using the Headline/Graphic scale.
 4. Explore the potential limitations of relying on headlines and graphics alone for reliability assessment.



Activities & Assignments (Cont.)

Conclusion and Reflection

1. Summarize the key points discussed during the lesson.
2. Ask students to reflect on what they've learned about reliability.
3. Encourage them to apply these skills in their daily lives when encountering news and information.

Lesson 3: Recognizing Bias in News Reporting

Goals

- Develop students' ability to define different types of bias and to identify bias in news reporting.
- Provide practical examples for students to practice analyzing and categorizing news articles on the MBC.

Objectives

By the end of this lesson, students should be able to:

1. Define bias in news reporting and understand how it can influence information presentation.
2. Understand that media bias exists on a spectrum and is not limited to extreme positions.
3. Identify elements within news articles that might indicate bias, such as political position terminology, opponent categorization, and comparison to other reports via lateral reading.
4. Analyze articles from AToTW and SToW and determine where they would be placed on the MBC, providing justification for their placements.

Activities & Assignments

Watch the following webinar on bias prior to teaching this segment.

- [Webinar on Bias](#)

Activities & Assignments

Activity 1 - Understanding Media Bias

1. Define media bias and discuss how bias might affect the way information is perceived.
2. Show the class the MBC and focus on the bias axis, explaining it is based on a left to right spectrum.

Activity 2 - Explore Types of Bias

1. Introduce students to different types of bias (e.g. commercial bias, cultural bias, political bias, confirmation bias) and provide examples for each type.
2. Discussion Question: Are there other types of bias not covered here? How do you think these biases could affect how you seek out and interpret information?

Activity 3 - Evaluating Source Bias

Prior to Activity 3, review the following guides with your students:

- [Rating Language](#)
- [Rating Political Positioning](#)

Activities & Assignments (Cont.)

1. Provide a set of news articles from the SToTW or the AToTW, specifically from the left and the right. In pairs, have students identify any markers of bias that they recognize.
2. As a class, have students explain their rationale.

Conclusion and Reflection

1. Summarize the key points discussed during the lesson.
2. Ask students to reflect on what they've learned about bias.
3. Encourage them to apply these skills in their daily lives when encountering news and information.

Optional Homework Assignments

Source Reliability Report

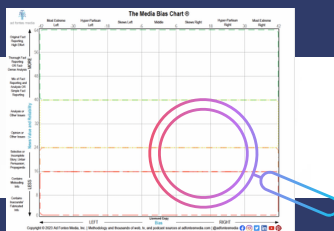
To deepen students' understanding of reliability by having them prepare a written report on a news source's reliability by analyzing three subfactors: Expression, Veracity, and Headlines and Graphics.

Rainbow Reading



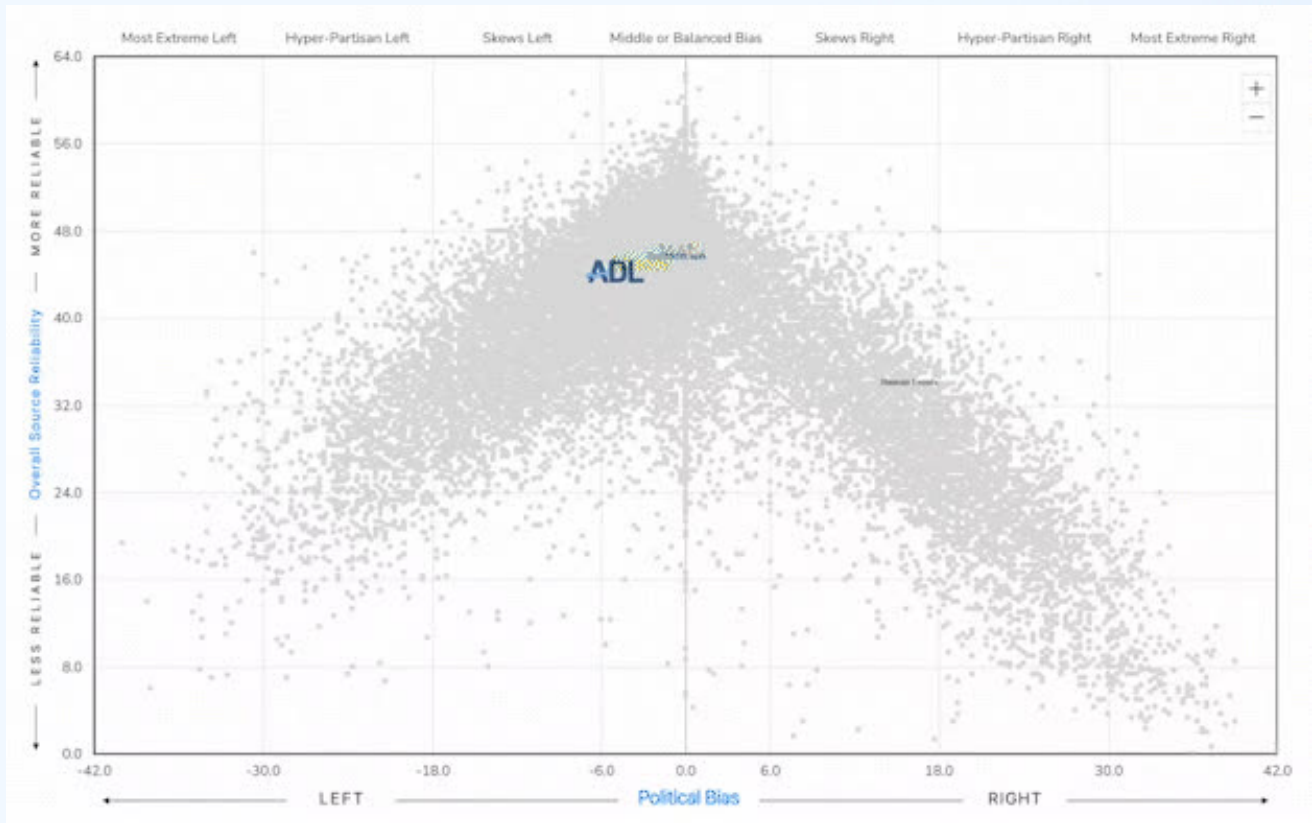
To evaluate how news articles are presented by identifying and categorizing sentences into five types of expression: Fact, Fact with some Analysis, Analysis, Analysis with some Opinion, and Opinion.

Scavenger Hunt



To introduce students to the Interactive Media Bias Chart and help them learn how to use the chart to research sources in terms of bias, reliability, ownership, geographic location, and much more.

Contact



You can reach us for any questions or feedback.

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