



Spreading the News Unit



National Center and State Collaborative

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Unit Vocabulary

Editorial – an article that presents the opinion of the editor, editor, and/or the publisher

Entertain – to provide amusement and/or enjoyment

Feature Story – a piece of writing of human interest that is not closely tied to a news event; often written with a personal slant and individual style

Inform – to give facts or information

News Article – a piece of writing meant to tell about an event or issue

Persuade – to cause someone to do or believe something through reasoning or argument

Rhetoric – the effective use of language

High School Unit Standards Overview

Common Core State Standard:

Reading: Literature

- **CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, drama, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

- **CCSS.ELA-Literacy.RI.9-10.1** Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **CCSS.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)
- **CCSS.ELA-Literacy.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)
- **CCSS.ELA-Literacy.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **CCSS.ELA-Literacy.RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

- **CCSS.ELA-Literacy.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and sufficient evidence.
 - **CCSS.ELA-Literacy.W.9-10.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - **CCSS.ELA-Literacy.W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - **CCSS.ELA-Literacy.W.9-10.2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Progressions Frameworks Progress Indicators

- **H.RL.b** using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)
- **H.RL.c** identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes
- **H.RI.b** using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)
- **H.RI.c** analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view
- **H.WL.a** employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style
- **H.WI.d** including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone
- **H.WI.a** using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue

Instructional Family: Retelling Texts Using Details

Core Content Connectors addressed:

- **910.RL.b2** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
- **1112.RL.b1** Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.
- **1112.RL.b2** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
- **1112.RL.b3** Use evidence to support conclusions about ideas not explicitly stated in the text.

Instructional Family: Distinguishing a Point of View

Core Content Connectors addressed:

- **910.RI.c3** Analyze in detail how an author's ideas or claims are developed.
- **910.RI.c4** Identify key sentences or paragraphs that support claims.
- **910.RI.c4** Identify key sentences or paragraphs that support claims.
- **910.RI.c6** Determine/identify the specific language/words that the author uses to advance the point of view or purpose.
- **910.RI.c7** Determine the speaker's point of view or purpose in a text.
- **910.RI.c8** Determine what arguments the speaker makes.
- **910.RI.c9** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **910.RI.d1** Identify claims and arguments made by the author.
- **910.RI.d2** Delineate/trace the authors argument and specific claims
- **1112.RI.f5** Evaluate the evidence used to make the speaker's argument.

Distinguishing a Point of View

Core Content Connectors Addressed:

- 910.RI.c3 Analyze in detail how an author’s ideas or claims are developed.
- 910.RI.c4 Identify key sentences or paragraphs that support claims.
- 910.RI.c5 Determine the author’s point of view or purpose in a text.
- 910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.
- **910.RI.c7** Determine the speaker’s point of view or purpose in a text.
- **910.RI.c9** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **910.RI.d3** Evaluate the argument/claims that the author makes to determine if the statements are true or false.
- **1112.RI.c4** Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.
- **1112.RI.d6** Evaluate the premises, purposes, argument that the author makes.
- **1112.RI.f5** Evaluate the evidence used to make the speaker’s argument.

WI 2. Write Informative Text

Core Content Connectors Addressed:

- **1112.WI.f3** Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.
- **1112.WI.d1** Use precise language, and domain-specific vocabulary to manage the complexity of the topic.
- **910.WI.d1** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

WI 4. Develop appropriate Product for the Task, Audience & Purpose.

Core Content Connectors Addressed:

- **1112.WI.f1** Produce a clear coherent permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).

ELA Unit High School Lesson # 1 Spreading the News

Objectives:

- Students will identify the three main purposes for which authors write: to inform, to entertain, and to persuade.
- Students will analyze how authors use rhetoric to articulate and advance their point of view or purpose.
- Students will summarize various articles they read in newspapers.

Essential Questions:

- Why do authors write?
- What makes a piece of writing “effective” or “ineffective”?
- How do authors use rhetoric to convey their purposes and points of view?

Vocabulary:

Entertain – to provide amusement and/or enjoyment

Inform – to give facts or information

Persuade – to cause someone to do or believe something through reasoning or argument

Materials:

- Assorted newspapers (local, regional, national)
- Chart paper/Smartboard/overhead/computer
- An editorial (chosen by the teacher; copies for each student)
- Dictionary (online or hard copy)
- “Analyzing an Author’s Purpose and Use of Rhetoric” worksheet
- YouTube clip of “Ode to Billy Joe” by Bobbie Gentry
- “Ode to Billy Joe” lyrics sheet
- “Ode to Billy Joe Exit Slip” worksheet

Introduction

a. Activate Prior Knowledge

- 1) As students enter the class, provide each student with a newspaper. (It is not necessary for everyone to have the same newspaper, nor do the newspapers need to be current.)
- 2) Ask students to brainstorm reasons why authors write. Chart the students' ideas on chart paper, Smartboard, overhead, or computer.
- 3) Once everyone has had a chance to voice his/her ideas, ask students to review the chart and determine categories for the ideas listed.
(Hopefully, students will be able to deduce the three main reasons authors write: to inform, to persuade, or to entertain. If they are unable, tell them there are three main reasons authors write: to inform, to persuade, or to entertain.)
- 4) Write "Inform," "Persuade," and "Entertain" on a new sheet of chart paper, on the Smartboard, on the overhead, on the computer, etc. Ask students to search their newspapers to find a piece of writing that was intended to "inform." Allow students to share a summary/synopsis of what they found in their newspapers, and note this information on the chart under the "Inform" heading (e.g., "an article about delays on a road construction project", "an article about a robbery", etc.). After everyone has contributed ideas for the "Inform" category, have the students search their newspapers for pieces of writing that were written to "persuade." Follow the same process as before. Finally, do the same thing for to "entertain."
- 5) Ask students, "Can an author ever have more than one purpose for writing?" As a class, discuss this and have the students look for examples in their newspapers (e.g., an article about a football game could be written to inform [give the highlights and scores] but also to entertain [if the game is particularly exciting] or even to persuade [if the author provides his/her own commentary on the game]). Explain to the students that while authors may have more than one purpose for writing, there is typically one main purpose and focus. You may also want to review the chart made back in step 3 to see if any of those pieces of writing had more than one purpose. If so, as a class, have the students decide what the main purpose of the writing was. *(For example, the insurance ad with the gecko was entertaining, but the main purpose of it is to persuade people to buy that company's insurance. OR for example, the feature article about the children who set up a lemonade stand to raise money for their local animal shelter*

gave several facts but was written more to entertain and appeal to the audience's emotions.)

- 6) Finally, explain to the students that the purpose of that introductory activity was to show that newspapers are a good example of the three purposes for which authors write. Specifically, point out:
- News articles are intended to inform.
 - Feature articles are intended to entertain.
 - Editorials are intended to persuade.
 - Advertisements are intended to persuade.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- No accommodations

2) **Additional Considerations for Emerging Reader**

- provide answers to choose from (should be text but may be accompanied by symbols)
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)

Additional Considerations for Emerging Communicator

- provide answers to choose from (should be text but may be accompanied by symbols)
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- provide personal copy of chart (use text, symbols, tactile qualities, etc.)

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide answers to choose from (should be text but may be accompanied by symbols)
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- sort reasons into the three categories on a given chart
- provide answers to choose from (should be text but may be accompanied by symbols)
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- pre-plan a contribution with the general education teacher so the student can participate in the activity

4) Additional Considerations for Emerging Reader

- provide options to choose from
- summarize some of the articles
- add symbols to text for some articles
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- pre-plan a contribution with the general education teacher so the student can participate in the activity
- provide personal copy of 3-column chart (add symbols if necessary); allow student to write or copy a representative words for articles in the chart

Additional Considerations for Emerging Communicator

- provide options to choose from
- summarize some of the articles
- add symbols to text for some articles
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- pre-plan a contribution with the general education teacher so the student can participate in the activity
- provide personal copy of 3-column chart
 - add symbols if necessary
 - add color to columns
 - add texture to the columns
 - outline the columns with glue, puffy paint, yarn, etc.
 - provide containers (e.g., shoe boxes, food storage containers) for a 3-D version of the chart columns
 - provide digital chart with summarized articles
 - provide index cards, sticky notes, or tactile representations/concrete objects with representative text/symbols for the articles (some will need to be pre-planned)
- color code/add texture to the cards/notes corresponding to the columns on the chart (student could work on matching colors/textures; *NOTE: if student is only matching color or texture, he/she is not learning concept, but this is a strategy that can move the student towards the concept*)
- add hook-&-loop tape to chart and cards/notes/tactile representations
- allow student to move cards/notes/tactile representations onto chart

5) Additional Considerations for Emerging Reader/Emerging Communicator

- provide options to choose from
- summarize some of the articles
- add symbols to text for some articles
- have student read one or more articles
 - have student read words he/she knows
 - have student read selected new words while a peer or adult reads the others
 - have student use a text reader
 - have student activate a recording using AT
 - have a peer or adult read to the student
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- pre-plan a contribution with the general education teacher so the student can participate in the activity
- provide access to the same chart that the student used in

6) Additional Considerations for Emerging Reader/Emerging Communicator

- add types of articles (news, features, editorials, advertisements) to the appropriate columns of the student's chart; use symbols, colors, textures as necessary

b. Establish Goals/Objectives for the Lesson

- 1) Explain to the students that while today's lesson is partly focused on determining an author's purpose using newspaper articles, they will also be asked to consider the degree to which an author is successful in accomplishing his/her intent.
- 2) Ask students, "When an author writes to inform, what should he/she include in his/her writing?" (Chart students' answers. Answers will likely include "facts," "details," "information regarding who, what, when, where, why," etc.)
- 3) Ask students, "When an author writes to persuade, what should he/she include in his/her writing?" (Chart students' answers. Answers will likely include "a stance on the issue," "reasons that support the author's stance," "information against the other side," "supporting facts/statistics/evidence," etc.)

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- 4) Ask students, “When an author writes to entertain, what he/she should include in his/her writing?” (Chart students’ answers. Answers will likely include, “descriptive language,” “humor,” “action,” “emotion,” etc.)

- 5) Explain to the students that in today’s lesson, they will analyze newspaper writings to determine the author’s purpose and determine the author’s effectiveness in communicating his/her intent.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- No accommodations

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide options to choose from
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- pre-plan a contribution with the general education teacher so the student can participate in the activity
- use sticky notes to write down classmates’ responses so that the student has a personal copy of the chart the teacher is making; prepare sticky notes with symbols for “likely” answers

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide options to choose from
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- pre-plan a contribution with the general education teacher so the student can participate in the activity
- use sticky notes to write down classmates’ responses so that the student has a personal copy of the chart the teacher is making; prepare sticky notes with symbols for “likely” answers

4) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide options to choose from
- allow student to use preferred mode of communication to answer (verbal, sign, writing, pointing, eye-gaze, AAC/AT)
- pre-plan a contribution with the general education teacher so the student can participate in the activity use sticky notes to write down classmates’ responses so that the student has a personal

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copy of the chart the teacher is making; prepare sticky notes with symbols for “likely” answers

5) **Additional Considerations for Emerging Reader/Emerging Communicator**

- No accommodations

Lesson Body

- 1) Have the students search the Internet or use a dictionary to find a definition for the word “rhetoric.” As a class, discuss the multiple but related meanings of the word rhetoric. For the purposes of this lesson, tell the students that “rhetoric” will be defined as simply, “the effective use of language.”
- 2) Present the students with an editorial. (*A specific editorial is not included with this lesson so that you may select an editorial that is timely, relevant to your community, etc. Just be sure the editorial you choose is issue-based and obviously persuasive in nature regardless of whether or not you agree with the points raised in the editorial. You could also have students search their newspapers or the Internet for examples of editorials.*)
- 3) Read aloud or have the students take turns reading aloud the editorial.
- 4) Ask the students, “What is was the author’s purpose for writing this editorial?” (to persuade the audience to...) Then have the students identify/summarize the author’s point of view/stance.
- 5) Ask the students to analyze the author’s use of rhetoric and ask, “What words, phrases, or sentences does the author use to make his/her point of view particularly impactful?” AND “Does the author use any words, phrases, or sentences that weaken or distract from his/her point of view? Chart the students’ findings and discuss how each helps or hurts the author’s intent.
- 6) Ask the students, “So, was the author successful in articulating his/her point of view through his/her use of rhetoric?” Allow the students to answer yes or no, supporting their answers with specifics from the text.

1) Additional Considerations for Emerging Reader/Emerging Communicator

- allow student to use preferred mode of communication to answer yes/no
 - count examples and non-examples to compare
- allow student to use preferred mode of communication to select word corresponding to his/her opinion

2) Additional Considerations for Emerging Reader

- allow student to choose, using preferred mode of communication, resource to use
 - if the student uses the computer:
 - provide access using AT
 - provide a text reader
 - manipulate visual (e.g., color, size, font style)
- provide model of word “rhetoric” for the student to work from, type into keyboard, etc.
- copy, print, or have student write word and definition to review as needed throughout the lesson(s)
 - add symbols to text

Additional Considerations for Emerging Communicator

- allow student to choose, using preferred mode of communication, resource to use
 - if the student uses the computer:
 - provide access using AT
 - provide a text reader
 - manipulate visual (e.g., color, size, font style)
 - provide directions, in the student’s preferred mode of communication, on accessing the appropriate web page
- provide model of word “rhetoric” for the student to work from, type into keyboard, etc.
- copy, print, or have student write word and definition to review as needed throughout the lesson(s)
 - add symbols to text
 - add color/texture/concrete objects to text
 - put word and definition on separate cards with hook-&-loop tape so student can connect them

3) Additional Considerations for Emerging Reader

- provide editorial supplemented with symbols
- provide summary of editorial

Additional Considerations for Emerging Communicator

- provide editorial supplemented with symbols, textures, objects
- provide summary of editorial

4) No accommodations

5) Additional Considerations for Emerging Reader

- have student read summarized or preplanned section of text
- have the student read specific words in the text that he/she knows or is learning (*concentration should be on words related to concept but could include high frequency words*)
 - use AAC/AT to read
 - pre-plan a word or phrase to read
- using same presentation mode as student has been used to, provide options of author's purpose for student to choose from
- allow to student to answer using preferred mode of communication

Additional Considerations for Emerging Communicator

- have the student read specific words in the text that he/she knows or is learning (*concentration should be on words related to concept but could include high frequency words*)
 - use AAC/AT to read
 - pre-plan a word or phrase to read
- using same presentation mode as student has been used to, provide options of author's purpose for student to choose from
 - provide only 2 options to choose from
 - provide only 1 option (errorless learning strategy)
- allow to student to answer using preferred mode of communication

6) Additional Considerations for Emerging Reader

- have student highlight words in the text (on paper or digitally – use same presentation format as in this lesson, *Lesson Body, 2*) that are examples and non-examples that contribute to author's purpose
 - use different colors of highlighters for examples and non-examples
 - have student mark (or use pre-marked sticky notes) + by examples, - by non-examples
 - have student use different color sticky dots to mark examples (e.g., green) and non-examples (e.g., red)

Additional Considerations for Emerging Communicator

- have student highlight words in the text (on paper or digitally – use same presentation format as in this lesson, *Lesson Body, 2*) that are examples and non-examples that contribute to author's purpose

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- use different colors of highlighters for examples and non-examples
- have student mark (or use pre-marked sticky notes) + by examples, - by non-examples
- have student use different color sticky dots to mark examples (e.g., green) and non-examples (e.g., red)
- reduce number of examples/non-examples
- focus on examples, not non-examples

Practice

- 1) Divide the students into pairs or small groups. Have each pair/group choose an article or other piece of writing from the newspapers they used in the Introduction part of the lesson.
- 2) Have each pair/group complete the “Analyzing An Author’s Purpose and Use of Rhetoric” worksheet for their chosen article.
- 3) Once finished with the worksheet, have the students present their findings to the whole class. (Each group must verbally summarize their chosen article then provide the rest of the class with the information they wrote on their worksheet.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide article in same format as the student used in this lesson, *Lesson Body, 2*

2) **Additional Considerations for Emerging Reader**

- have student write or copy his/her name, the title of the article, the name of the newspaper, and the name of the author
 - provide worksheet digitally so the student can use the keyboard to complete
 - have the student stamp his/her name
 - have student cut article title, newspaper name, and author’s name from newspaper and glue to worksheet
- use same strategy as in this lesson, *Introduction, a., 5* to have student read the article
- have the student compare the content of the article to the information in the chart completed in this lesson, *Introduction, b., 2-4* to decide the purpose of the article

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- have the student select and indicate his/her selection on the worksheet (circle, mark, verbalize, point, touch, eye-gaze, etc.)
- use the same strategy as in this lesson, *Lesson Body, 5* to have the student find and annotate examples of rhetoric that advance the author's point of view (vary number of examples to meet needs of individual students)
- use the same strategy as in this lesson, *Lesson Body, 6* to have the student answer the question about the effectiveness of the author's communication of the point of view

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- have student use preferred mode of communication to present (including AAC/AT)
- pre-plan a portion of the presentation
- Allow student to choose what to present

Closure

a. **Revisit/Review Lesson Objectives**

- 1) Ask students to name the three purposes for which authors write.
- 2) Ask students to explain what authors must do to be effective when they write to inform.
- 3) Ask students to explain what authors must do to be effective when they write to entertain.
- 4) Ask students to explain what authors must do to be effective when they write to persuade.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- allow student to use preferred mode of communication to answer
- review and allow student to use the charts from this lesson, *Introduction, b., 2-4*

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- provide options to choose from (according to the student's skill, the choices may include 1 or more plausible distractors or may only have all 3 correct answers)

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- allow student to use preferred mode of communication to answer
- review and allow student to use the charts from this lesson, *Introduction, b., 2*
- provide options to choose from (according to the student's skill, the choices may include 1 or more plausible distractors or may only have correct answers to choose from)
- vary number of required answers based upon student skill

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- allow student to use preferred mode of communication to answer
- review and allow student to use the charts from this lesson, *Introduction, b., 3*
- provide options to choose from (according to the student's skill, the choices may include 1 or more plausible distractors or may only have correct answers to choose from)
- vary number of required answers based upon student skill

4) **Additional Considerations for Emerging Reader/Emerging Communicator**

- allow student to use preferred mode of communication to answer
- review and allow student to use the charts from this lesson, *Introduction, b., 4*
- provide options to choose from (according to the student's skill, the choices may include 1 or more plausible distractors or may only have correct answers to choose from)
- vary number of required answers based upon student skill

b. Exit Assessment

- 1) Have the students watch/listen to the song "Ode to Billy Joe" by Bobbie Gentry (<http://www.youtube.com/watch?v=CZt5Q-u4crc>). Provide the students with copies of the lyrics so that they can follow along.

- 2) Have each student complete and turn in the “Ode to Billy Joe Exit Slip” worksheet. *(This information will be used at the beginning of the next lesson. Collect both the worksheets and the lyric sheets.)*

1) **Additional Considerations for Emerging Reader**

- provide lyrics supplemented with symbols, textures, objects as necessary
- provide lyrics digitally with a text reader
- enlarge font
- allow student to work with fewer (4-1) stanzas
- annotate examples of rhetoric for each type of author’s purpose according to the purpose (e.g., place small sticky notes with “inform” (supplement with whatever accommodation to the text the student is used to, such as symbol, color, or texture)
- annotate examples of rhetoric for 2 types of author’s purpose according to the purpose (e.g., place small sticky notes with “inform” (supplement with whatever accommodation to the text the student is used to, such as symbol, color, or texture)

Additional Considerations for Emerging Communicator

- provide lyrics supplemented with symbols, textures, objects as necessary
- provide lyrics digitally with a text reader
- enlarge font
- allow student to work with fewer (4-1) stanzas
- annotate examples of rhetoric for each type of author’s purpose according to the purpose (e.g., place small sticky notes with “inform” (supplement with whatever accommodation to the text the student is used to, such as symbol, color, or texture)
- annotate examples of rhetoric for 2 types of author’s purpose according to the purpose (e.g., place small sticky notes with “inform” (supplement with whatever accommodation to the text the student is used to, such as symbol, color, or texture)
- annotate examples of rhetoric for one type of author’s purpose according to the purpose (e.g., place small sticky notes with “inform” (supplement with whatever accommodation to the text the student is used to, such as symbol, color, or texture)

Since this is for assessment, at least one plausible distractor must be given if the student is selecting from multiple choice options and the student must select his/her answer independently.

2) Additional Considerations for Emerging Reader

- provide worksheet with the same text accommodations as the student has used in previous parts of this lesson (e.g., supplemented with symbols, textures, digitally with text reader, adult reader)
- allow student to complete the worksheet using preferred mode of communication
- allow student to use all charts developed in this lesson (*Introduction, a, 2* and *Introduction, b., 2-4*); use only the charts related to the author's purpose(s) selected in this lesson, *Closure, b., 1*
- provide options for the student to choose from (*since this is for assessment, at least one plausible distractor must be given and the student must select his/her answer independently*)
- require the student to answer questions 1 and 2 only

Additional Considerations for Emerging Communicator

- provide worksheet with the same text accommodations as the student has used in previous parts of this lesson (e.g., supplemented with symbols, textures, digitally with text reader, adult reader)
- allow student to complete the worksheet using preferred mode of communication
- allow student to use all charts developed in this lesson (*Introduction, a, 2* and *Introduction, b., 2-4*); use only the charts related to the author's purpose(s) selected in this lesson, *Closure, b., 1*
- provide options for the student to choose from (*since this is for assessment, at least one plausible distractor must be given and the student must select his/her answer independently*)
- require the student to answer questions 1 and 2 only
- if the student is only using annotated text showing one form of author's purpose (this lesson, *Closure, b., 1*), require the student to answer question 1 only.

NCSC Sample Instructional Unit
High School ELA: Bias

Resources

Song “Ode to Billy Joe” by Bobbie Gentry
(<http://www.youtube.com/watch?v=CZt5Q-u4crc>).

ELA Unit – High School Lesson 2- Spreading the News

Objectives:

- Students will write two editorials about a controversial topic—one editorial for each side of the same topic.
- Students will use rhetoric to convey the purpose and point of view of each of their editorials.
- Students will analyze opposing points of view to strengthen the rhetoric of their editorials.

Essential Questions:

- How can considering both sides of an issue help a writer strengthen his/her use of rhetoric when writing to persuade?

Vocabulary:

Con – argument against something

Controversial – cause for dispute or debate

Editorial – an article that presents the opinion of the editor, editor, and/or the publisher

Persuade – to cause someone to do or believe something through reasoning or argument

Pro – an argument in favor of something

Rhetoric – the effective use of language

Materials:

- YouTube clip of “Ode to Billy Joe” by Bobbie Gentry
- “Ode to Billy Joe” lyrics sheet
- Computers/Internet
- Pro/Con Graphic Organizer
- Editorials Rubric
- Index Cards

Introduction:

a. Activate Prior Knowledge

- 1) Provide students with copies of the lyrics to “Ode to Billy Joe,” as used in the Closure for Lesson 1.
- 2) Have the students re-watch/re-listen to the song (<http://www.youtube.com/watch?v=CZt5Q-u4crc>).
- 3) Ask the students, “What was the author’s primary purpose for writing this song, and how do you know?” (*The author’s purpose was to entertain because it is a song.*)
- 4) Ask the following guiding questions, and have the students discuss as a class:
 - a. Why might someone think the purpose of the song was to inform? (*It is about an event, and it answers who, what, when, and where.*)
 - b. Why might someone think the purpose of the song was to persuade? (*Opinions about Billy Joe are expressed.*)
- 5) What rhetoric does the author use to make the song particularly entertaining?

Why did the author end most every stanza of the song by repeating that Billy Joe jumped off the bridge?

- 6) Explain that while there have been many theories about what was thrown off the bridge in the fourth stanza, the author/singer/songwriter Bobbie Gentry said it wasn’t anything specific and that it was insignificant to the story. Rather, Gentry said the point of the song was that something tragic had happened, but, oddly enough, the family was sitting around the table talking about it rather casually, as shown in the line, “Billy Joe never had a lick of sense. Pass the biscuits, please.” Ask the students, “Given this additional information about the song, what might Bobbie Gentry have

been trying to say about our society and how people deal with tragic events? Could she have been trying to persuade the audience to change its perspective on such tragedies? If so, what language in the song suggests that? What message might she have been trying to convey through the song?"

- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide lyrics with accommodations used in *Lesson 1, Closure, b., 1* (if complete set of lyrics was not used, e.g., less than 5 stanzas, provide complete set of lyrics with accommodations)
- 2) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - No accommodations
- 3) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - allow student to use preferred mode of communication to answer
 - provide options to choose from
 - provide 2 options instead of 3
 - provide only correct option (errorless learning)
- 4) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide charts with accommodations developed in *Lesson 1, Introduction, b., 2-4*
 - allow student to use preferred mode of communication to answer
- 5) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - a. provide options for the student to choose from using accommodations that the student has used previously in *Lesson 1* (vary the number of options according to student skill; include plausible distractors if the student can make discriminatory decisions or no distractors if he/she is using errorless learning at this point)
 - b. allow student to use preferred mode of communication to answer

Why does the author explain how each member of the family reacted to the news of Billy Joe jumping off the bridge?

Additional Considerations for Emerging Reader/Emerging Communicator

- c. provide options for the student to choose from using accommodations that the student has used previously in *Lesson 1* (vary the number of options according to student skill; include plausible distractors if the student can make discriminatory decisions or no distractors if he/she is using errorless learning at this point)
- d. allow student to use preferred mode of communication to answer

What do you think the narrator/singer and Billy Joe threw off the bridge in the fourth stanza?

Additional Considerations for Emerging Reader/Emerging Communicator

- e. provide options for the student to choose from using accommodations that the student has used previously in *Lesson 1* (vary the number of options according to student skill)
- f. allow student to use preferred mode of communication to answer

6. Additional Considerations for Emerging Reader/Emerging Communicator

- a. Provide options for the student to choose from using accommodations that the student has used previously in *Lesson 1* (vary the number of options according to student skill; include distractors if the student can make discriminatory decisions or no distractors if he/she is using errorless learning at this point) allow student to use preferred mode of communication to answer
- b. allow student to use preferred mode of communication to answer

b. Establish Goals/Objectives for the Lesson

- 1) Explain to the students that in today's lesson, they will be cast in the role of newspaper editors. They will be asked to use what they learned from yesterday's lesson to write an editorial.

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- 2) Remind students that they will need to carefully plan their use of rhetoric to convey their thoughts.
 - 3) Tell students they will be asked to consider both sides of a controversial topic then write two editorials—one supporting each side of the issue.
- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide explanation/description/definition/examples of “editor”; use accommodations that the student has used previously in this unit (symbols, textures, objects, etc.)
 - 2) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - remind student of explanation/description/definition/examples of “rhetoric” used in *Lesson 1*
 - 3) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - remind student of explanation/description/definition/examples of “editorial” (remind student of editorials used in *Lesson 1*; use accommodations that the student has used previously in this unit (symbols, textures, objects, etc.)

Lesson Body

- 1) Divide students into pairs or small groups (could be the same pairings as used in Lesson 1). Have each pair/group select a controversial topic to research then write about. (*If teams have difficulty selecting a topic, suggest one for them [e.g., socialized healthcare, alternative energy sources, etc.]*.)
- 2) Have each pair/group search the Internet for information on their selected topic. Encourage the students to look for articles written from varying viewpoints and to use what they learned yesterday regarding an author’s purpose and use of rhetoric to evaluate the effectiveness thereof. Serve as a coach, consulting with each pair/group as it conducts its research and considers the points on each side of the issue.

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- 3) After the research has been conducted, have each pair/group complete the “Pro/Con Graphic Organizer.” *(Each student will need to complete the graphic organizer, but he/she should do so with the help of his/her partner[s].)*
- 4) Have the pairs/groups share their findings with the class as a whole by presenting the information written on their graphic organizers.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide options for the student to choose from (partner can provide these)
 - supplement the choices with the same accommodations used in previous lessons in this unit (e.g., symbols, textures, concrete objects)
- allow student to use preferred mode of communication

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide access to computer using AT if necessary
 - provide model for student to copy into web browser
 - provide directions on how to access internet sites/webpages
- supplement directions with symbols, screen shots, etc.
- have student
 - read words they know
 - read vocabulary words they are learning related to content (vs high frequency)
 - listen to partner read information
 - use a text reader
- provide note-taking guide where student can copy and paste information research information from each website
 - provide directions on how to copy and paste
- supplement directions with symbols, etc.
- print out information from website(s)
 - provide directions on how to print information
- supplement directions with symbols, screen shots, etc.
 - have student highlight or annotate (use the same strategy that the student effectively used or was learning to use in *Lesson 1*)
- have student
 - read words they know
 - read words they are learning related to content (vs high frequency)

- listen to partner read information
- use a text reader

3) Additional Considerations for Emerging Reader

- provide graphic organizer supplemented with symbols, textures, colors, objects, etc.; use the same format the student used in or was learning to use in *Lesson 1*
- have student write or copy group member names and topic
- provide worksheet digitally so the student can use the keyboard to complete
- have the student stamp his/her name
- have student complete graphic organizer
 - annotate details from research as “pro” or “con” (use annotation system student has used previously)
 - copy details into correct columns on worksheet or copy and paste digitally
 - Cut details from printed copy and paste on worksheet

Additional Considerations for Emerging Communicator

- provide graphic organizer supplemented with symbols, textures, colors, objects, etc. or in alternate 3-dimensional format (boxes or other containers for columns); use the same format the student used in or was learning to use in *Lesson 1*
- have student write or copy group member names and topic
- provide worksheet digitally so the student can use the keyboard to complete
- have the student stamp his/her name
- have student complete graphic organizer
 - annotate details from research as “pro” or “con” (use annotation system student has used previously)
 - Copy details into correct columns on worksheet or copy and paste digitally
 - cut details from printed copy and paste on worksheet
 - move pre-cut details (supplemented with symbols, textures, color, etc.) on laminated card stock onto graphic organizer use hook-and-loop tape
 - reduce number of research details

4) Additional Considerations for Emerging Reader/Emerging Communicator

- pre-plan information the student will share
- allow student to use preferred mode of communication to present

Practice

- 1) Provide students with copies of the “Editorials Rubric,” and go over the rubric so that students understand the expectations for their writings. Remind students to choose their words carefully in order to effectively communicate each side of the issue.
- 2) Have each student use his/her graphic organizer to write two editorials: one “pro” editorial and one “con” editorial.
- 3) When finished, have the students turn in both of their editorials. *(For time’s sake, this can be completed as a homework assignment. These editorials may also be saved for later use in terms of crafting, revising, and refining writing.)*

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide the rubric with the same accommodations used in Lesson 1 (e.g., symbols, summarization/simplified language, textures, colors, objects)

2) **Additional Considerations for Emerging Reader**

- provide the student notes and “Pro/Con Graphic Organizer” completed in this lesson, *Lesson Body, 2) & 3)*
 - provide only “pro” notes/organizer for pro-editorial
 - provide only “con” notes/organizer for con-editorial
- allow student to dictate or write sentences using details from notes and graphic organizer (use preferred mode of communication including AAC/AT)
- have student order details in the way he/she prefers to present them
- Provide sentence starters and have student fill in using details from notes and organizers, including topic sentence and concluding sentence (e.g., adult provides “There should be more drug treatment centers in our town because...”; student provides “...they help people”)

Additional Considerations for Emerging Communicator

- provide the student notes and “Pro/Con Graphic Organizer” completed in this lesson, *Lesson Body, 2) & 3)*
 - provide only “pro” notes/organizer for pro-editorial
 - provide only “con” notes/organizer for con-editorial

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- allow student to dictate or write sentences using details from notes and graphic organizer (use preferred mode of communication including AAC/AT)
- Have student order details in the way he/she prefers to present them
- provide sentence starters and have student fill in using details from notes and organizers, including topic sentence and concluding sentence (e.g., adult provides “There should be more drug treatment centers in our town because...”; student provides “...they help people”)
- provide sentence starters and sentence endings on cards with or without hook-and-loop tape; have student match beginning and endings and put in order
 - cards can be color or texture coded (this will only require the student to match so does not clearly show his/her understanding of the skill/activity but this may be a necessary **instructional** accommodation)

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- No accommodations

Closure

a. **Revisit/Review Lesson Objectives**

Ask students to reflect on then share with the class regarding how researching both sides of their chosen topic and completing the graphic organizer helped them write (or at least plan) their editorials.

Additional Considerations for Emerging Reader/Emerging Communicator

- allow student to present using his/her preferred mode of communication
- allow student to demonstrate how he/she used the graphic organizer
 - provide cues for the student to follow (verbal/gestural/physical, numbered steps, etc.)
 - provide pre-prepared ppt which the student can present, using AT if necessary

b. Exit Assessment

- 1) Give each student an index card.
- 2) Write/post the following instructions on the board:
- 3) On the front of the card, write/summarize the topic you researched in this lesson then state **your** personal point of view on this topic and give one reason for your stance.

Since this is for assessment, at least one plausible distractor must be given if the student is selecting from multiple choice options and the student must select his/her answer independently.

- 4) Have the students turn in their index cards.

1) Additional Considerations for Emerging Reader/Emerging Communicator

- **No accommodations**

2) Additional Considerations for Emerging Reader/Emerging Communicator

- provide personal copy of instructions supplemented with the accommodations has used successfully in Lesson 1 and this lesson
- do not require that the student read the instructions independently; even though this is assessment, the student is not being assessed on his/her ability to follow written directions
A) Write your name on the back of the index card.
- have student write his/her name using same accommodation as in this lesson, *Lesson Body, 3)*

3) Additional Considerations for Emerging Reader/Emerging Communicator

- provide research notes, graphic organizer, and his/her pro- and con- editorials
- allow student to choose, using preferred mode of communication which editorial he/she personally agrees with

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- using that editorial, ask student to choose either the topic or concluding sentence as his/her personal point of view; the student must choose between the topic or concluding statement and plausible distractor (which could be one of the supporting sentences)
- Using that editorial, ask student to choose one of the supporting sentences as the reason for his/her personal stance; the student must choose between the supporting sentence and plausible distractor (which could be either the topic or concluding statement)

4) **Additional Considerations for Emerging Reader/Emerging Communicator**

- no accommodation

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High School ELA: Bias

Resources

Song “Ode to Billy Joe” by Bobbie Gentry
(<http://www.youtube.com/watch?v=CZt5Q-u4crc>).

ELA Unit – High School Lesson 3 - Spreading the News

Objective:

- Students will analyze news articles and other media for bias.

Essential Question:

- What are some ways readers can identify whether or not what they are reading is biased?

Vocabulary:

Bias – to show prejudice against or favor for someone or something

Headline – the title of an article

Limiting debate (as it applies to bias) – the attempt to limit the scrutiny of an issue so that the audience will accept a particular viewpoint and reject others

Omissions (as it applies to bias) – the author’s decisions to leave out or withhold information from the reader in order to advance his/her own viewpoint

Story framing (as it applies to bias) – the process by which decisions are made concerning which details to report and which to omit

Sources (as it applies to bias) – the suppliers of information

Word choice (as it applies to bias) – the author’s decisions about what words to use (or not use) to convey his/her message in order to evoke a certain response by the reader

Materials:

- Copies of the “How to Spot Bias in News Articles” note sheet
- Computer with projector, computers for each student, or enough computers for all students to view and read information on the screen
- News Bias Explored Website: The Art of Reading the News (University of Michigan) <http://www.umich.edu/~newsbias/sources.html>
- News Bias Explored HOME Page printout (copies for each student if computer/projector access is an issue)
- Copies of the “Exploring News Bias Worksheet”
- Screen Shot JPG files for each part of the News Bias Explored website (*only needed if you do not have Internet access or if you do not have enough computers for all students to view and read the information*)

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- Chart paper
- YouTube clip <http://www.youtube.com/watch?v=OYPuO-E5n-0>
- Index cards

Introduction

a. Activate Prior Knowledge

- 1) Ask students to recall Lesson 1 and name the three purposes for which authors write. (*inform, persuade, entertain*)
 - 2) Ask students to recall how newspapers often have examples of writings intended to be informative, persuasive, and entertaining. Ask students to name examples of each (i.e., general news stories are informative, editorials are persuasive, and feature stories are entertaining). (*Refer to the charts made in Lesson 1 if needed.*)
 - 3) Lead a class discussion regarding how the author’s purpose determines the rhetoric used (e.g., when writing to inform, it is important to give the facts and answer the who, what, when, where, why, and how questions; when writing to persuade, it is important to state a position on an issue then support that viewpoint with facts and other reasoning; when writing to entertain, it is important to use engaging language and details to peak the audience’s interests).
 - 4) Remind students that so far in this unit, they have encountered writings that were written for each of these purposes (e.g., general news stories [inform]; “Ode to Billy Joe” [entertain even though it was determined that the song includes a lot of information and perhaps have a persuasive message]; and, in Lesson 2, editorials [persuade]).
-
- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide charts from *Lesson 1, Introduction, a., 4*
 - allow student to use preferred mode of communication to answer
 - Pre-plan an answer for the student to contribute
 - 2) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide charts from *Lesson 1, Introduction, a., 6*
 - allow student to use preferred mode of communication to answer
 - pre-plan an answer for the student to contribute
 - 3) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide charts from *Lesson 1, Introduction, b., 2-4*
 - allow student to use preferred mode of communication to answer

- pre-plan an answer for the student to contribute

4) **Additional Considerations for Emerging Reader/Emerging Communicator**

- use time to review concepts re: author’s purpose that the student may not have mastered; this would include the 3 purposes, characteristics of each, and examples
- use systematic instruction techniques as needed (e.g., time delay, shaping, prompt hierarchy)

If the student has had little to no experience with the concepts of bias, headlines and images, it might be helpful to provide instruction using the Lesson 3 Concept Reinforcement Activity (CRA) prior to teaching the Introduction to Lesson 3.

b. Establish Goals/Objectives for the Lesson

- 1) Tell students that while editorials are written to persuade, pieces of writing that are intended to inform can be intentionally biased, with the intent of persuading the reader to think a particular way.
- 2) Define the word “bias” as “to show prejudice against or favor for someone or something.” (Write the word “bias” on the board, and explain that when a piece of writing contains bias, it is said to be “biased.” Write the word “biased” on the board as well.)
- 3) Explain to the students that in today’s lesson, they will learn about some ways to recognize bias in newspaper articles and other media.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide symbolic representations of “inform” (use representation the student is already familiar with from previous lessons in this unit) and “bias” (e.g., text with symbols, textures, colors, objects)

2) **Additional Considerations for Emerging Reader**

- have the student write the word bias and the definition (he/she can copy from a model or use keyboard to write digitally)
- have the student add –ed to bias

Additional Considerations for Emerging Communicator

- provide the word bias and the definition separately (supplemented with symbols, textures, colors, objects, etc.)

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- provide word and definition on cards with hook-and-loop tape or magnetic tape so the student can connect them
 - provide the word and definition in the same color font or on the same color or texture background so the student can match them by color or texture as a beginning stage of learning the new vocabulary
- provide the word bias and the -ed separately (supplemented with symbols, textures, colors, objects, etc.)
 - provide word and -ed on cards with hook-and-loop tape or magnetic tape so the student can connect them
 - provide the word and -ed in the same color font or on the same color or texture background so the student can match them by color or texture as a beginning stage of learning the new verb form

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- No accommodations

Lesson Body

- 1) Provide each student with a copy of the “How to Spot Bias in News Articles” note sheet.
- 2) As a class, read through each of the 6 tips for how to identify bias in news articles. Lead a class discussion regarding each tip, soliciting input from the students and asking them to recall writings they have read that (or seen on TV) that pertain to each tip.
- 3) Go to <http://www.umich.edu/~newsbias/index.html>. *(Either use a projector or do this in a computer lab where the students each have a computer or a room where there are at least enough computers for each student to be able to view and read information from the screen.)* OR provide the students with the “News Bias Explored HOME Page” printout. As a class, read the information on the page, and relate it back to the “How to Spot Bias in News Articles” note sheet. To which tip(s) does the information on this page pertain?
- 4) Divide the class into five groups. Explain to the class that now they are going to learn more specific information about ways the media can be biased.

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- 5) Using the same website as above, click on (or have the students click on) the “What forms does news bias take?” tab from the menu on the left side of the Home page. A submenu will appear. Assign each group to a particular page of the submenu:
- *Group 1 – Word Choice*
 - *Group 2 – Omissions*
 - *Group 3 – Limiting Debate*
 - *Group 4 – Story Framing*
 - *Group 5 – Sources*

Instruct each group to read its assigned page and complete the “Exploring News Bias” worksheet. *(Each student may complete the worksheet, or one per group is also acceptable.) (Please note that some of these web pages are quite lengthy, and some of the articles contained therein are quite lengthy. Point out to the students that they do not need to read every single thing on their assigned page, rather, they should seek to understand the points made by the website creators regarding bias and look for those points in the articles and information provided. Encourage the students to pay particular attention to the key questions listed before each example and the analyses provided following the examples.)*

Note: *If you do not have computer/Internet access, for this part of the lesson, printable screen shots and Word documents containing the full articles are included with the Materials for this unit. Each screen shot is labeled and numbered so that students can have access to hard copies of everything shown on the site.*

- 6) Once each group has read through the assigned information and completed the worksheet, have each group give a brief summary of what was read, using the worksheet as a guide for the presentation. Chart the pertinent points of each group’s presentation.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide the notes sheet with the same accommodations that the student has used in Lessons 1 and 2 (e.g., symbols, summarization/simplified language, enlarged font, textures, colors, objects)

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- have student follow along as notes sheet is read and used in the discussion
- student can verbally read, follow with his/her finger or stylus, highlight important words (the student may need cueing to do this: verbal cues, a printed list, cards with the word in text supplemented

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with a symbol, etc. or the notes page could already have those parts somehow annotated, calling the student's attention to those parts)

- student can manipulate important words, phrases, sections of text which have been provide with hook-and-loop tape or magnetic tape
 - copy and laminate another notes page, cut each tip out and have student place it on or take it off of the notes page as that tip is read/used
 - provide important words or phrases that the student can place on or take it off of the notes page as that word/phrase is read/used
- pre-plan a section for the student to read (using his/her preferred mode of communication, including AAC/AT) if individual students are asked to read certain sections of the notes sheet
- student could read whole section, a phrase, a new vocabulary/content area word, or words he/she already knows

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide access to digital and/or print information with the same accommodations the student has used previously in this lesson and Lessons 1 and 2
- have student participate in class reading activity using accommodations he/she use in this lesson, *Lesson Body, 2)*
- highlight the photo in either the digital or the print format and have the student, using the accommodations provided, match the photo to Tip 4 (especially if accommodations have used symbols to indicate "photos")

4) **Additional Considerations for Emerging Reader/Emerging Communicator**

- No accommodations

5) **Additional Considerations for Emerging Reader**

- provide "Exploring News Bias" worksheet using same accommodations the student has been using throughout this lesson and Lessons 1 and 2
- have the student read using the same accommodations used throughout this lesson and Lessons 1 and 2
- have the student complete a summary graphic organizer using clips from the website
- have the student fill in the name and page blanks of the worksheet using the same accommodations he/she has used for writing in Lessons 1 and 2

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- have the student annotate (digitally or on a hard copy using the same accommodations used in *Lesson Body, 5*) important information the group identifies (other group members can cue as necessary)
- have the student match words from the webpage to words on the relative tip on the tip sheet
 - annotate with color, texture, etc.
- have the student select a sentence from the webpage to answer the first question on the worksheet
 - allow student to use preferred mode of communication to select
 - student can write answer (copy using the webpage as a model, cut and paste (digitally or manually) the selected sentence onto the worksheet, or dictate to peer or adult
 - provide sentences with hook-and-loop tape so student can “tear off” the webpage information and place on worksheet
- have the student select an example from the webpage to answer the second question on the worksheet
 - allow student to use preferred mode of communication to select
 - student can write answer (copy using the webpage as a model, cut and paste (digitally or manually) the selected example onto the worksheet, or dictate to peer or adult
 - provide examples with hook-and-loop tape so student can “tear off” the webpage information and place on worksheet
- have the student select the tip from the tip sheet to answer the third question on the worksheet
 - allow student to use preferred mode of communication to select
 - student can write answer (copy using the tip sheet as a model, cut and paste (digitally or manually) the selected tip onto the worksheet, or dictate to peer or adult
 - provide tips with hook-and-loop tape so student can “tear off” the tip sheet information and place on worksheet

Additional Considerations for Emerging Communicator

- provide “Exploring News Bias” worksheet using same accommodations the student has been using throughout this lesson and Lessons 1 and 2
- have the student read using the same accommodations used throughout this lesson and Lessons 1 and 2
- have the student fill in the name and page blanks of the worksheet using the same accommodations he/she has used for writing in Lessons 1 and 2
- have the student annotate (digitally or on a hard copy using the same accommodations used in *Lesson Body, 5*) important

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- information the group identifies (other group members can cue as necessary)
- have the student match words from the webpage to words on the relative tip on the tip sheet
 - annotate with color, texture, etc.
 - match representative objects for concepts
 - reduce number of words to work with
 - have the student select a sentence from the webpage to answer the first question on the worksheet
 - allow student to use preferred mode of communication to select
 - student can write answer (copy using the webpage as a model, cut and paste (digitally or manually) the selected sentence onto the worksheet
 - provide sentences with hook-and-loop tape so student can “tear off” the webpage information and place on worksheet
 - reduce number of sentences to choose from
 - have the student select an example from the webpage to answer the second question on the worksheet
 - allow student to use preferred mode of communication to select
 - student can write answer (copy using the webpage as a model, cut and paste (digitally or manually) the selected example onto the worksheet
 - provide examples with hook-and-loop tape so student can “tear off” the webpage information and place on worksheet
 - reduce number of examples to choose from
 - have the student select the tip from the tip sheet to answer the third question on the worksheet
 - allow student to use preferred mode of communication to select
 - student can write answer (copy using the tip sheet as a model, cut and paste (digitally or manually) the selected tip onto the worksheet
 - provide tips with hook-and-loop tape so student can “tear off” the tip sheet information and place on worksheet
 - have student identify the number of the tip and place a matching number on the worksheet (write, trace, place a numeral, stamp the number, etc.)
 - reduce number of tips to choose fro

6) Additional Considerations for Emerging Reader/Emerging Communicator

- pre-plan a contribution for the student
 - give information orally (including use of AAC/AT)

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- demonstrate
- present PPT (including AT)
- allow student to use preferred mode of communication to present

Practice

- 1) Have the students review the editorials they wrote for yesterday's lesson, analyzing the editorials for bias, as presented on the "How to Spot Bias in News Articles" note sheet as well as on the News Bias Explored website. (Or, pair the students and have them review one another's editorials.)
- 2) After students have had time to review their editorials, discuss as a class any examples of bias they found in their own writing. (*Remember, these editorials may be used for future lessons on crafting, revising, and refining writing.*)

1) **Additional Considerations for Emerging Reader**

- provide the note sheet and website information with accommodations used previously
- highlight (color, texture, etc.) words/phrases in the editorials that indicate bias and allow student to choose which tip those particular words are illustrative of

Additional Considerations for Emerging Communicator

- provide the note sheet and website information with accommodations used previously
- highlight (color, texture, etc.) words/phrases in the editorials that indicate bias and allow student to choose which tip those particular words/phrases are illustrative of
 - provide "bias" words/phrases with hook-and-loop or magnetic tape and have student place the word on the related tip
- reduce number of tip choices

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- pre-plan a contribution for the student to add to the discussion
 - give information orally (including use of AAC/AT)
 - demonstrate
- allow student to use preferred mode of communication

Closure

a. Revisit/Review Lesson Objectives

- 1) Point out that in editorials, bias is common since the purpose of an editorial is to state an opinion then support it with reasoning. Challenge the students to think about and briefly discuss how bias is manifested differently in editorials than in informative news articles, using what they learned in today's lesson.
 - 2) Have students list the ways in which news articles can be biased. Chart the students' responses on chart paper or on the computer.
- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - as they come up in classroom discussion, call student's attention to points on the tip note sheet and webpage information
 - 2) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - as points are listed, refer student to them on tip sheet and webpage information

b. Exit Assessment

- 1) Show the students the video clip:
<http://www.youtube.com/watch?v=OYPuO-E5n-0> Before showing the clip, explain that journalist Lara Logan was criticized by the Bush administration for the reporting she did on the war in Iraq.
- 2) Give each student an index card, and instruct the students to write their names on the back of the card.
- 3) On the front of the card, instruct the students to
 - a) Identify which of the aspects Logan was alleged to have done (word choice, omission, limiting debate, story framing, or sources). (Yes, students may choose more than one.)

Since this is for assessment, at least one plausible distractor must be given if the student is selecting from multiple choice options and the student must select his/her answer independently.

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- 4) Have students turn in their index cards as an exit slip.

- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - No accommodations

- 2) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - using the same accommodations for writing used previously in this lesson and Lesson's 1 and 2, have the student sign the back of the card

- 3) **Additional Considerations for Emerging Reader**
 - allow student to use preferred mode of communication to respond
 - provide choices from which the student can select
 - reduce number of choices
 - a) Write a sentence or two explaining how Logan's reporting was alleged to have been biased.

Additional Considerations for Emerging Communicator

- allow student to use preferred mode of communication to respond
 - provide choices from which the student can select
 - allow student to choose a pre-written sentence that explains the bias
 - allow the student to give a detail related to the form of bias rather than writing a sentence
- 4) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - No accommodations

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Resources

- News Bias Explored Website: The Art of Reading the News (University of Michigan) <http://www.umich.edu/~newsbias/sources.html>
- YouTube clip <http://www.youtube.com/watch?v=OYPuO-E5n-0>

ELA Unit – High School Lesson 4 -Spreading the News

Objective:

- Students will analyze news articles and other media for bias.
- Students will analyze photos and use them to postulate a story that the photos accompany.

Essential Questions:

- What influences news bias?
- How can photos be misleading/biased?

Vocabulary:

Bias – to show prejudice against or favor for someone or something

Geography (as it pertains to bias) – influences regarding a particular area/region/country

Headline – the title of an article

Institutional affiliations (as it pertains to bias) – the political or economic ties a media source has to particular institutions

Medium (as it pertains to bias) – the source by which information is communicated (e.g., newspaper, Internet, TV)

Objectivity – judgments free from personal/emotional influences

Materials:

- Copies of the “How to Spot Bias in News Articles” note sheet
- Computer with projector, computers for each student, or enough computers for all students to view and read information on the screen
- News Bias Explored Website: The Art of Reading the News (University of Michigan) <http://www.umich.edu/~newsbias/sources.html>
- Students’ completed “Influences on News Bias Worksheet” from Lesson 3
- Copies of the “Influences on News Bias Worksheet”
- Screen Shot JPG files for the “What Influences News Bias Cartoon,” for each part of the “What influences news bias?” activity, and for the “You Be the Reporter” activity (*if needed*)
- Chart paper

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- Newspapers
- Paper/Glue

Introduction

a. Activate Prior Knowledge

- 1) Return to the News Bias Explored Home Page. Ask students to summarize (orally) each of the five points under the “What forms does news bias take?” tab, which they explored in groups during Lesson 3.
- 2) Ask students to recall the tips listed on the “How to Spot Bias in News Articles” note sheet.

1) Additional Considerations for Emerging Reader/Emerging Communicator

- provide the News Bias Explored Home Page with the same accommodations as were provided in *Lesson 3, Lesson Body, 3)*
- provide bias vocabulary cards and corresponding summary cards for each of the forms of bias which the student can use to match the bias forms with their descriptions; provide additional visual, tactile, or tangible cues as necessary based on what has been effective for the student in previous activities
- allow student to use preferred mode of communication to answer
- pre-plan an answer for the student to contribute

2) Additional Considerations for Emerging Reader/Emerging Communicator

- provide note sheet with same accommodations as were provided in *Lesson 3, Lesson Body, 1)*
- allow student to use preferred mode of communication to answer
- pre-plan an answer for the student to contribute

b. Establish Goals/Objectives for the Lesson

- 1) Click on the “What influences news bias?” tab on the News Bias Explored Home Page (<http://www.umich.edu/~newsbias/influences.html>). Ask students to analyze the cartoon shown on the page and suggest what message it is trying to convey. (*A printable screen shot is included in the materials for this unit if you prefer to give each student a copy of the cartoon.*)

- 2) Explain that in today’s lesson, the students will learn more about how news bias is influenced in text and in photos.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide cartoon enlarged, enhanced with color, texture, etc.
- provide cartoon cut apart into 3 cells for the student to arrange in order; provide numerals on each cell if the student needs practice on number recognition or sequencing
- provide 2 copies of the cartoon (supplemented with whatever supports necessary as in first bullet, this section); cut one copy into 3 cells so the student can match cells (use hook-and-loop tape if necessary)
- provide 2 copies of the cartoon (supplemented with whatever supports necessary as in first bullet, this section); cut individual pictures/word balloon out so the student can match pictures on each cell (use hook-and-loop tape if necessary)
- provide messages the student can choose from
- allow student to use preferred mode of communication to answer
- pre-plan an answer for the student to contribute

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- No accommodations

Lesson Body

- 1) Divide the students into four groups. Assign each group to review and analyze one of the topics from the submenu under the “What influences news bias” tab, similar to the activity they did in groups for Lesson 3:

- *Group 1 – Geography*
- *Group 2 – Objectivity*
- *Group 3 – Institutional Affiliations*
- *Group 4 – The Medium*

- 2) Instruct each group to read its assigned page and complete the “Influences on News Bias” worksheet. *(Each student may complete the worksheet, or one per group is also acceptable.) (Please note that some of these web pages are quite lengthy, and some of the articles contained*

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therein are quite lengthy. Point out to the students that they do not need to read every single thing on their assigned page, rather, they should seek to understand the points made by the website creators regarding bias and look for those points in the articles and information provided. Encourage the students to pay particular attention to the key questions listed before each example and the analyses provided following the examples.)

Note: *If you do not have computer/Internet access, for this part of the lesson, printable screen shots and Word documents containing the full articles are included with the Materials for this unit. Each screen shot is labeled and numbered so that students can have access to hard copies of everything shown on the site.*

3) Once each group has read through the assigned information and completed the worksheet, have each group give a brief, oral summary of what was read, using the worksheet as a guide for the presentation. Chart the pertinent points of each group's presentation.

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- no accommodations

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide assigned page and "Influences on News Bias" worksheet with the same accommodations to text and graphics as the student has used in previous lessons in this and other units (see especially *Lesson 3, Body, 1* – 5))
- use same accommodations for reading as used in previous lesson
- provide choices which the student can use to contribute to the group
- allow student to use preferred mode of communication during group interactions

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide personal chart (e.g., 4 column T-chart) for group presentation information; use same accommodations used in *Lessons 1)-3)*
- pre-plan a contribution for the student
 - give information orally (including use of AAC/AT)

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- demonstrate
 - present PPT (including AT)
- allow student to use preferred mode of communication to present

Practice

- 1) Going back to the Home page of the website, click on the “Activities” tab from the menu on the left. Then click on “Image Bias Activities.” Finally, click on “You Be the Reporter” at the bottom of the page (Or click on this link: <http://www.umich.edu/~newsbias/ubreporter.html>)
- 2) Scroll down to the four photos shown on the page and explain to the students that in this activity, they are going to look at a photo then suggest what kind of story might go with the photo.
- 3) As a class, have the students vote regarding which of the four photos they want to use for the activity. After it is decided which photo will be used, click on the photo, and have the students answer the questions on the next screen. (Each student should do this on his/her own paper. If preferred, have students work with a partner.)
- 4) After students have answered the questions, have them share their answers with the whole class.
- 5) Click on the “What did the ‘real’ report have to say?” link shown after the photo and questions. Read the real report.
- 6) As a class, discuss the connection between the photo and the real article. Have the students use their “How to Spot Bias in News Articles” note sheet as well as their notes and charted information from the “What forms does news bias take?” activity from Lesson 3 and the “What influences news bias?” activity from this lesson to analyze the real report and the photo. Ask the students, “Does either the real report or the photo contain bias? If so, how so?”

Note: *If you do not have computer/Internet access, for this part of the lesson, printable screen shots are included with the Materials for this unit. Each screen shot is labeled and numbered so that students can have access to hard copies of everything shown on the site.*

- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide access to the computer with AT

- provide written directions with the same accommodations to the text as the student has been using in this and other lessons
 - provide screen shots of each step for the student to model
- 2) **Additional Considerations for Emerging Reader/Emerging Communicator**
- No accommodations
- 3) **Additional Considerations for Emerging Reader/Emerging Communicator**
- allow student to use preferred mode of communication to vote
 - provide personal copies of the photos (with tangible supports if necessary) for the student to view and choose from
 - provide several answers for each question for the student to choose from (support with text accommodations, symbolic and tangible, as necessary); all of the choices should be plausible
 - allow student to copy his or her choice, copy an important word or phrase for his or her choice; paste the choice on the paper; copy and paste the choice digitally using AT if necessary
- 4) **Additional Considerations for Emerging Reader/Emerging Communicator**
- allow student to use preferred mode of communication to participate in discussion
 - pre-plan a response for the student to contribute
- 5) **Additional Considerations for Emerging Reader/Emerging Communicator**
- provide the real report with the same the text accommodations that the student has been using
 - have the student follow along as the teacher reads; highlight important words, manipulate text with hook-and-loop tape, etc.
- 6) **Additional Considerations for Emerging Reader/Emerging Communicator**
- review definition of “bias” using materials and strategies from *Lesson 3, Introduction, b., 2)*
 - provide “How to Spot Bias in News Articles” note sheet with accommodations used in *Lesson 3, Lesson Body, 1)* and “What influences news bias?” used in *Lesson 3, Lesson Body, 3)*
 - review bias with the same materials and strategies used in *Lesson 3, Lesson Body, 2) & 3)*

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- using the accommodations to the article provided in this lesson, 5) and the strategies from *Lesson 3, Lesson Body, 5*), have the student analyze the article and the photo for bias

Closure

a. Revisit/Review Lesson Objectives

- 1) Have the students recall and name the four ways in which news bias is influenced, as learned in this lesson. (geography, objectivity, institutional affiliations, and the medium)
- 2) Chart each of these as well as the students' descriptions/explanations of each.

- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide chart completed in this lesson, *Lesson Body, 3*)

- 2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- review personal chart as teacher charts discussion information (use systematic instruction techniques for concepts the student has not yet mastered)

b. Exit Assessment

- 1) Have each student search a newspaper (perhaps the same newspapers used in Lesson 1) for one example of bias (can be in a headline, a photo, or an article).
- 2) Once the student has found an example of bias, have him/her cut out the example, paste it to a piece of paper, and then write a brief explanation of how/why it is biased. Be sure to instruct the students to use all they have learned about the forms and influences of bias to complete this exit assessment.

Since this is for assessment, at least one plausible distractor must be given if the student is selecting from multiple choice

options and the student must select his/her answer independently.

1) Additional Considerations for Emerging Reader

- give student examples to choose from

Additional Considerations for Emerging Communicator

- give student examples to choose from
- choose an example for the student

2) Additional Considerations for Emerging Reader

- allow student to cut and paste digitally, using AT if necessary
- provide forms and influences in same accommodated format that the student has been using; provide reduced number of forms and influences
- allow student to match one or more of forms and influences to example; allow student to use preferred mode of communication to select

Additional Considerations for Emerging Communicator

- allow student to cut and paste digitally, using AT if necessary
- provide forms and influences in same accommodated format that the student has been using; provide reduced number of forms and influences (may use as few as 2 choices – one correct and one distractor)
- allow student to match one or more of forms and influences to example; allow student to use preferred mode of communication to select

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Resources

- News Bias Explored Website: The Art of Reading the News (University of Michigan) <http://www.umich.edu/~newsbias/sources.html>
- YouTube clip <http://www.youtube.com/watch?v=OYPuO-E5n-0>

ELA Unit – High School

Lesson 5 – Spreading the News Culminating Activity

Note: As the “culminating activity” for this “Spreading the News” unit, this lesson uses excerpts from Harper Lee’s *To Kill a Mockingbird*, which is one of the Common Core State Standards’ recommended literary texts for high school. This lesson does not spoil the plot of the story and only focuses only on the particular aspect of the story that is related to the previous lessons in this unit. The first four lessons in this unit could be used as a pre-unit if you wanted to do a complete unit on *To Kill a Mockingbird*.

Objectives:

- Students will analyze excerpts from *To Kill a Mockingbird* in order to write an editorial stating their view regarding Tom Robinson’s trial and using the author’s rhetoric to support their view.
- Students will analyze a news article written about Tom Robinson’s trial and point out any/all instances of biased reporting, using the information they have learned throughout this unit.

Essential Questions:

- What do each of the testimonies presented in the excerpts from *To Kill a Mockingbird* reveal about the characters?
- Based on the testimonies, who is the most credible witness? Who’s telling the truth? What really happened?
- Why is it important to know both sides of a story?
- Why is it important for the news media to report both sides of a story?
- How can biased news reporting affect public opinion?

Vocabulary:

- Other vocabulary from previous lessons in this unit

Materials:

- Copies of the lyrics to “Ode to Billy Joe” by Bobbie Gentry
- YouTube link to “Ode to Billy Joe”
<http://www.youtube.com/watch?v=CZt5Q-u4crc>
- Make excerpts from specific text in *To Kill a Mockingbird* from chapters 16-19 (projected for all students to read; you may want to print hard copies for the specific students who will be playing the roles of the characters; you could also print the excerpts to the students to read before coming to class.)

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- “Sheriff Tate Testifies”
- “Bob Ewell Testifies”
- “Mayella Ewell Testifies”
- “Tom Robinson Testifies”
- Computer/projector
- Copies of “*To Kill a Mockingbird* Newspaper Article”
- Copies of “*To Kill a Mockingbird* Biased Reporting Worksheet”
- Copies of “*To Kill a Mockingbird* Editorial Rubric”
- Index Cards or notebook paper/notebooks
- “*To Kill a Mockingbird* Vocabulary List”
- “*Analyzing an Author’s Purpose and Use of Rhetoric*,” “*How to Spot Bias in News Articles*,” and “*Influences on Bias*” materials that were used in previous lessons in this unit

Introduction

a. Activate Prior Knowledge

- 1) Have the students re-watch/re-listen to “Ode to Billy Joe” by Bobbie Gentry (<http://www.youtube.com/watch?v=CZt5Q-u4crc>).
- 2) Ask students to recall and explain how, although the song was written for entertainment, it in some ways sounds/reads like an informative news article. Also have the students recall and explain the persuasive message Gentry may have been trying to convey regarding the way society deals with tragic events and “spreads the news” between family, friends, and neighbors.
- 3) Ask the students to suggest how the song might have been different if Billy Joe MacAllister was African American, given that the song was written in 1967 and using what they already know about the racism in the United States. Is there evidence that he was/wasn’t African American?

1) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide same accommodations used effectively in *Lesson 2, Introduction, a., 2)*

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide same accommodations used effectively in *Lesson 2, Introduction, a., 4)*
- review information from *Lesson 2, Introduction, a., 4)*

3) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide options for the student to choose from (supplemented with accommodations that the student has used previously)
- pre-plan a contribution for the student to add to the discussion
- allow the student to use preferred mode of communication (make sure the student has vocabulary in his or system for “African American” and “racism” if he or she does not already have them; teach those if they are new vocabulary)

b. Establish Goals/Objectives for the Lesson

- 1) Ask the students, “Given what you have learned throughout this unit, how do you think bias in the news affects public perception? What are the dangers of biased news reporting?”
- 2) Explain to the students that for the final lesson in this unit, they will be reading the court report of a trial that takes place in *To Kill a Mockingbird* by Harper Lee. There is no need to provide the students with background information other than the story takes place in 1935 Maycomb, Alabama, that Tom Robinson is the man on trial, that his lawyer’s name is Atticus Finch, that he is accused of attacking Mayella Ewell, daughter of Bob Ewell, and that Horace Gilmer is the prosecuting attorney. The rest of the pertinent information will be revealed in the excerpts.
- 3) Invite the students to think about what they have learned about bias in the news and to consider the implications of how biased reporting of the Tom Robinson case could affect the public’s understanding of the truth.

1) Additional Considerations for Emerging Reader/Emerging Communicator

- provide and review information and materials about bias which the student used in throughout *Lesson 3*
- provide options for the student to choose from (supplemented with accommodations that the student has used previously)
- pre-plan a contribution for the student to add to the discussion
- allow the student to use preferred mode of communication

2) Additional Considerations for Emerging Reader/Emerging Communicator

- provide a summary of the text information the teacher will be explaining, using the same accommodations for accessible text as the student has been using effectively
- have student follow along with his or her personal copy of the information as the teacher explains it; use the same strategies used in other lessons in this unit to facilitate the student’s interaction with the text (e.g., highlight, words and phrases on cards with hook-and-loop tape)

3) Additional Considerations for Emerging Reader/Emerging Communicator

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- provide some possible implications for the student to think about; use the same accommodations the student has use previously in similar activities

Lesson Body

- 1) Provide the students with copies of the “*To Kill a Mockingbird* Vocabulary List.” As a class, read through the vocabulary words and definitions, and advise the students to refer to the list as they encounter those words while reading the excerpts.
- 2) Provide and project each of four excerpts, one at a time (Use “Sheriff Tate Testifies” first then “Bob Ewell Testifies,” then “Mayella Ewell Testifies,” then finally “Tom Robinson Testifies.”) so that all students have a view of the text. Assign specific students to read the roles of each of the characters in the excerpts, but all students should follow along with the text as it is read aloud. You will need to read—or assign a student to read—the italicized narrative information in the excerpts. *(One of the purposes of having specific students read the roles of the characters is to bring the drama of the story to life. If projecting the excerpts is not feasible, you could, of course, print them out for the students, although the excerpts are several pages long. OR, if some or all of the students have access to a computer or tablet, you could email them the excerpts to read from the computer or tablet. You could also print out the excerpts and have the students read them before coming to class, which would allow you to skip this step of the lesson but forfeit the opportunity for the students to experience the drama of the story read aloud as sort of a live mini-play.)*

Please Note: While having the students read the excerpts aloud, please instruct them to say “n-word” rather than “nigger.”

- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide vocabulary list and definitions with same accommodations to text that the student has been using throughout this unit
 - provide vocabulary list and definitions in form that can be manipulated by the student (e.g., digitally so student can match words with definitions, with hook-and-loop tape, with magnets)
 - provide digitally with text reader so student can review as necessary throughout the lesson

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- add additional cues (e.g., textures, colors) to help student match words and definitions (these will need to be faded eventually)
- reduce number of vocabulary words (consult with the general education teacher as to which words are critical to understanding the story)
- use systematic instruction techniques (e.g., time delay, prompt hierarchy) to teach new vocabulary

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide personal copy of each of the four excerpts with the same text accommodations that the student is used to using
- as classmates read, have the student follow along using personal copy of the text with the same accommodations he or she is used to; provide same accommodations as used previously that allow the student to manipulate the text (e.g., highlight, annotation, words/phrases with hook-and-loop tape or magnets, representative concrete objects for characters)
- have the student participate in the oral reading by:
 - reading short pieces of dialogue or narrative
 - reading words or phrases with a peer as co-reader
 - read using preferred mode of communication (e.g., signing with an interpreter, pointing to words as they appear on the projection, using a text reader (using AT), use AT to play pre-recorded dialogue or narrative at appropriate times)

Practice

- 1) Provide the students with copies of the “*To Kill a Mockingbird* Newspaper Article” and the “*To Kill a Mockingbird* Biased Reporting Worksheet.”
- 2) Instruct students to read the article then use what they have learned throughout this unit to complete the worksheet. *(This can be done as a homework assignment or in class, but the students should turn in these worksheets when finished as part of their summative assessment for this unit.) (Students may certainly use their “Analyzing an Author’s Purpose and Use of Rhetoric,” “How to Spot Bias in News Articles,” and “Influences on Bias” materials that were used in previous lessons.)*

Since this will be used for part of the summative assessment, at least one plausible distractor must be given if the student is

selecting from multiple choice options and the student must select his/her answer independently.

1) Additional Considerations for Emerging Reader/Emerging Communicator

- provide personal copies of the “*To Kill a Mockingbird* Newspaper Article” and the “*To Kill a Mockingbird* Biased Reporting Worksheet”, using the same text accommodations as the student has used before (refer back to all four previous lessons in this unit to see how the worksheet might be accommodated)

2) Additional Considerations for Emerging Reader/Emerging Communicator

- provide reference materials from other lessons for the student to use
- use same accommodations as used previously for student to read article and complete worksheet
- reduce number of questions from the worksheet
- reduce requirements of questions (e.g., Question 1: require student to cite only one example; Question 2: select fewer than all five of the “who, what, when, where, why, and how” requirements)

Closure

a. Revisit/Review Lesson Objectives

- 1) Review the Objectives and Essential Questions for this lesson. Have the students answer the Essential Questions orally via class discussion.
- 2) Ask each student to share one thing he/she learned over the course of the unit regarding bias, influences on bias, and reporting events.

1) Additional Considerations for Emerging Reader/Emerging Communicator

- provide a personal copy of the Objectives and Essential Questions for this lesson using the same text accommodations that the student has used previously
- provide correct answers to the Objectives and Essential Questions; provide questions and answers in the same format that the student

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has used previously allowing him or her to manipulate the questions and answers

- use systematic instructional techniques to teach any concepts the student may not have mastered
- pre-plan a contribution for the student to add to the discussion
- allow student to use preferred mode of communication to contribute to the discussion

2) **Additional Considerations for Emerging Reader/Emerging Communicator**

- provide all relevant resources given or developed throughout this lesson for the student to use
- allow student to choose which resource he or she wants to use
- reduce the number of resources the student has access to (make sure that the resources provided give enough information for the student to complete the requirement accurately and effectively)
- provide options for the student to choose from
- pre-plan a contribution for the student to add to the discussion
- allow student to use preferred mode of communication to contribute to the discussion

b. Exit Assessment

1) Provide the students with copies of the “*To Kill a Mockingbird* Editorial Rubric.” Explain to the students that they must write an editorial, stating their view of the Tom Robinson case and supporting their view by citing facts from the story. Explain to the students that they *may* choose to write their editorial as a refutation of the article used in the step 1 of the Practice section.

2) Go over the rubric with the students so that they understand the expectations for the assignment.

3) Have students write their editorials. *Again, this can be done as a homework assignment or in class, but the students should turn in their editorials when finished as part of the other part of their summative assessment for this unit.*

Since this is for assessment, at least one plausible distractor must be given if the student is selecting from multiple choice options and the student must select his/her answer independently.

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- 1) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - provide “*To Kill a Mockingbird* Editorial Rubric” using the same accommodated format that the student has used previously (refer back to *Lesson 2, Practice, 1*) to see how the first rubric in this unit was accommodated)

- 2) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - have student follow along using his or her personal, accommodated copy of the rubric as the teacher explains the expectations

- 3) **Additional Considerations for Emerging Reader/Emerging Communicator**
 - using the same accommodations and strategies used in *Lesson 2, Practice, 1*, have student write editorial

NCSC Sample Instructional Unit
High School ELA: Bias

Resources

- YouTube link to “Ode to Billy Joe”
<http://www.youtube.com/watch?v=CZt5Q-u4crc>
- Lee, Harper. *To Kill a Mockingbird*. HarperCollins: 1960 (Perennial Classics edition: 2002).