

321

Unpacking Embedded Assessment 1

Read the assignment for Embedded Assessment 1: Creating an Op-Ed News Project.

Working in groups, your assignment is to plan, develop, write, revise, and present an informational article on a timely and debatable issue of significance to your school community, local community, or national audience. After your group completes its article, you will individually develop a variety of editorial products that reflect your point of view (agreement, alternative, or opposing) on the topic. Be creative with your editorial products and include at least two different pieces, such as cartoons, editorials, letters, posters, photos, and so on. With your class, read closely and mark the text for the knowledge and skills you must have to successfully complete this project.

I actually had them break down what each verb would entail as this is more complex than the other Embedded Assessments.

Next, create a graphic organizer that acts as a design model to complete the group portion of the project that breaks up the work in stages. This will be your group's project guide so that whenever you are given class time to work on your group informational article presentation, you each understand your responsibilities.

1. Work in groups:

How will work be delegated?

How will you hold members accountable?

Create deadlines and expectations. Deadline to complete information gathering from the plan phase and the development phase will be 1/24.

2. Plan

- a. Outline what steps will need to be taken in order to gather information for article on chosen topic.
- b. Create questions that need to be answered and designate who is in charge of exploring each question.
- c. How will you share information from research and decide what is useful and what is noise?
- d. How will you keep track of sources so you can have a group works cited page?

3. Develop:

- a. How will you organize the information you have gathered to make the audience understand the issue so that they can make an informed decision about a stance.
- b. What format will you use to present?

OR

Skill-knowledge combos:

Work in groups: (Guide students to answer the following questions to discuss what they will need to address to successfully collaborate together. Students should be coming up with their own plan with teacher guiding with questions to consider)

Questions you could offer students for consideration:

1. How will you delegate the work?

2. How will you hold each other accountable to complete the part assigned?
3. How will you break up the project to make the work more efficient and to make sure you are not just doubling up on what someone else is already doing?

Plan Phase:

Agree on the timely and debatable issue that you will write an objective informational article on. Put this on your chart.

Write down a list of questions that you would need to answer for your audience so that they will be able to make an informed opinion.

Designate who is responsible for finding the information for each question.

Make a plan for how each member will keep track of the information and where they acquired the information so that the group will be able to create a "Works Cited" page.

Write down your plan for how to share your information so it can be used in the develop phase.

Develop Phase:

How will your group make decisions about what information needs to be included and which pieces are unnecessary?

Who will be responsible for writing up the interpretation of what information?
Who will check on whose work in order to cleanse it of bias?

Revise Phase:

What method will you use to combine all of the members writing to make it sound like a singular voice?

Review your organizational plan and decide if this structure is the best way to present the information to the class.

Who will be responsible for making sure the transitions are strong between parts of the article or presentation?

How will you decide on what visuals to include to help make clear the information?

How will you make sure that the presentation is fair and balanced rather than directing the audience to adopt a specific position?

Present Phase:

Who will be responsible for which phase of the presentation?
How will you assure that each member participates equally in the presentation?

Take the following quiz where you identify if it is a factual statement (whether or not it is accurate) or an opinion (whether or not you agree with it). First take it in Microsoft Forms (so that I have the data) and then again at the link to see how you compare to the study group of 5035 adults in the study.

Microsoft Forms

<http://www.pewresearch.org/quiz/news-statements-quiz/>

Read the following article:

<https://www.iflscience.com/plants-and-animals/most-americans-have-a-hard-time-separating-fact-from-opinion-can-you/all/>

Then answer the following questions and be prepared to share your responses.

1. What surprised you the most about the findings in the article?
2. What was the least surprising?
3. Why is understanding fact from opinion in news important?
4. How do you think the weakness of people to distinguish factual statements that can be proven right or wrong from opinion impacts individuals?
5. How do you think it impacts the nation?
6. What do you think you can do to better improve your ability to distinguish fact from opinion?

UNIT 3

Have students read the goals for the unit and mark any words that are unfamiliar to them. Consider posting these goals in a visible place in the classroom for the duration of the unit, allowing you and students to revisit them easily and gauge progress toward achieving them throughout the unit.

VOCABULARY DEVELOPMENT

Adding to vocabulary knowledge is essential for reading fluency. Students will encounter new vocabulary in this course in multiple ways:

- Academic Vocabulary
- Literary Terms
- Academic Vocabulary in Context (unfamiliar terms glossed in text selections)
- Word Connections
- Oral Discussions

Encourage students to keep a **Reader/Writer Notebook** in which they record new words and their meanings (and pronunciations if needed). Having students use word-study graphic organizers to study key vocabulary terms in depth will greatly enhance their understanding of new words and their connection to unit concepts and to the broader use of academic terms.

See the Resources section at the back of this book for examples of graphic organizers suitable for word study. As students become more familiar with using graphic organizers to explore the meaning of a word, you may want them to create their own graphic organizers.

CONTENTS

Have students **skim/scan** the activities and texts in this unit. Have them note any texts they have heard about but never read and any activities that sound particularly interesting.

UNIT 3

American Forums: The Marketplace of Ideas

GOALS:

- To analyze and create editorial and opinion pieces
- To identify and analyze fallacious reasoning in a text
- To analyze how writers use logic, evidence, and rhetoric to advance opinions
- To define and apply the appeals and devices of rhetoric
- To analyze and apply satirical techniques
- To examine and apply syntactic structures in the written and spoken word

ACADEMIC VOCABULARY

reasoning
evidence
bias
editorial
fallacies
parody
caricature

Literary Terms

target audience
secondary audience
concession
refutation
slanters
satire
Horatian satire
Juvenalian satire
persona
objective tone
subjective tone

This is something that I introduced before 3.3 so they can distinguish

Info from editorial

Contents

Activities

3.1	Previewing the Unit	194
3.2	Rights and Responsibility.....	195
	Historical Document: First Amendment to the United States Constitution	
	Informational Text: "The Role of the Media in a Democracy," by George A. Krinsky	
3.3	Introducing the Media.....	204
3.4	The Newspaper Debate.....	208
	Editorial: "How the Rise of the Daily Me Threatens Democracy," by Cass Sunstein	
	Editorial: "The Newspaper Is Dying—Hooray for Democracy," by Andrew Potter	
3.5	News or Views: A Closer Look	217
	Article: "Facebook Photos Sting Minnesota High School Students," from the Associated Press	
3.6	The Bias of Rhetoric	224
3.7	Fair and Balanced.....	226
	Editorial: "Abolish high school football!" by Raymond A. Schroth	
3.8	How to Read an Editorial	230
	Editorial: "Facing Consequences at Eden Prairie High," from the <i>Minneapolis/St. Paul Star Tribune</i>	
3.9	How to Write an Editorial.....	234
	Editorial: "Time to raise the bar in high schools," by Jack O'Connell	
	Editorial: "New Michigan Graduation Requirements Shortchange Many Students," by Nick Thomas	
3.10	Where's Your Proof?	241
3.11	Reading and Writing a Letter to the Editor	243
	Editorial: "Why I Hate Cell Phones," by Sara Reihani	
3.12	Fallacies 101	247
3.13	How to Read and Write an Editorial Cartoon	250
	Informational Text: "An Inside Look at Editorial Cartoons," by Bill Brennan	
	*Sample Editorial Cartoons	
	Embedded Assessment 1: Creating an Op-Ed News Project	255

ELL Support (continued)

English Language Development Standards

ELD.PI.11–12.2 Bridging* Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate. ELD.PI.11–12.4 Bridging* Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or

counterarguments), and audience (e.g., peers, teachers, college recruiter). ELD.PI.11–12.5 Bridging* Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support. ELD.PI.11–12.7 Bridging* Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded

LANGUAGE AND WRITER'S CRAFT

Each unit includes Language and Writer's Craft features that highlight particular language concepts from reading selections. With guidance students examine a writer's use of the language concept in context before incorporating the concept into their own writing. Similarly, recurring Grammar & Usage features briefly highlight and explain an interesting grammar or usage concept that appears in a text, both to improve students' reading comprehension and to increase their awareness of the conventions of standard English grammar and usage.

INDEPENDENT READING

In this unit, students will keep track of a news source independently. The Planning the Unit section of the Teacher Edition and the Resource section of the Student Edition contain guidance, Reading Logs, and Reading Lists to help students make reading selections. Independent Reading Links prompt students to actively respond to their reading and record responses in their Reader/Writer Notebooks or Reading Logs. Independent Reading Checkpoints allow for quick check-ins of independent reading prior to each Embedded Assessment.

TEACHER TO TEACHER

The SpringBoard program has been designed to allow students to interact with the text by making notes in their books and marking text to facilitate **close reading**. Students are also expected to use their Reader/Writer Notebooks often for vocabulary study, reflections, some writing assignments, notes about texts they read, responding to Independent Reading Links, capturing thoughts about learning strategies and how to use them, and so on. The Reader/Writer Notebooks are not listed as part of the materials for each activity, but the expectation is that students will have access to them.

Language and Writer's Craft

- Diction and Tone (3.2)
- Cumulative or Loose Sentence Patterns (3.19)



MY INDEPENDENT READING LIST

A vertical list of horizontal lines for writing, intended for a student's independent reading list.

3.14 Previewing Embedded Assessment 2 and Introducing Satire 257

3.15 Identifying the Elements of Satire 259
Satire: "Let's Hear It for the Cheerleaders," by David Bouchier

3.16 The Satirical Spectrum 264
 *Sample Editorial Cartoons

3.17 The Tone of Satire 266
Satire: "Girl Moved to Tears by *Of Mice and Men* Cliffs Notes," from *The Onion*

3.18 Writing a Parody 269
Parody: "In Depth but Shallowly," by Dave Barry

3.19 Need Some Advice? 274
Satire: "Advice to Youth," by Mark Twain

3.20 Twain in Twain 280
Satire: "The War Prayer," by Mark Twain

3.21 The Satirical Critique 284
Satire: "Gambling in Schools," by Howard Mohr
Satire: "How to Poison the Earth," by Linnea Saukko

Embedded Assessment 2: Writing a Satirical Piece 291

*Texts not included in these materials.

ELL Support (continued)

evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. ELD.PI.11–12.8 Bridging* Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects

on the audience. ELD.PII.11–12.6 Bridging* Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., *While both characters strive for success, they each take different approaches to reach their goals*), or to establish cause (e.g., *Women's lives were changed forever after World War II as a result of joining the workforce*).

*This citation reflects the highest level supported. Support is also offered for the lower levels.

ACTIVITY 3.1

▶ PLAN

Materials: poster paper
Suggested Pacing: 1 50-minute class period

▶ TEACH

1 To activate prior knowledge, ask students to **think-pair-share** responses to the two Essential Questions and prior knowledge about unit vocabulary.

2 Provide students with a clear learning target by asking them to find the Embedded Assessment 1 assignment and Scoring Guide. Lead students through a **close reading** of the prompt, steps, and Scoring Guide criteria. Instruct students to **mark the text** by underlining or highlighting the places in the text that mention skills or knowledge necessary to succeed on the EA.

3 Have students **summarize** or **paraphrase** with partners or small groups the skills and knowledge they have underlined or highlighted. As you conduct a large-group discussion to unpack the assessment, create a **web graphic organizer** that lists the knowledge and skills.

4 Revisit the web throughout the unit, reinforcing the purpose of each activity and how each activity allows students to practice for the EA.

5 Throughout this unit, students will be asked to refer to articles in local, national, or online daily newspapers for the Independent Reading Links. Introduce students to the newspaper log assignment. Encourage students to keep their news articles in portfolios or Internet browser reading lists.

▶ ASSESS

Monitor discussions to ensure students can identify and understand the skills and knowledge needed.

▶ ADAPT

You may want to enlarge the web graphic organizer to provide a visual in the classroom throughout the course of the unit.

ACTIVITY 3.1

Previewing the Unit

LEARNING STRATEGIES:
 Close Reading, Graphic Organizer, Marking the Text, Summarizing, Paraphrasing, Think-Pair-Share

Learning Targets

- Examine the key ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge necessary for success in completing the Embedded Assessment.

Making Connections

If you have ever listened to talk radio, watched cable “news” shows, or browsed the Web and social media sites, you may have seen many different versions of the same information. Some news is presented with a biased point of view, and when it comes to the expression of editorial opinions, sources often rely heavily on language and evidence that attempt to persuade through manipulation. So when you come into contact with the news, you should ask what information you are receiving and not receiving, where that information came from, and whether the purveyor of the news might have an agenda. In this unit, you will learn more about how to identify bias and how language is sometimes used as a substitute for logic. Good writers use evidence and reasoning to support their claims; the failure to do so can result in fallacies.

Essential Questions

Based on your current knowledge, respond to the Essential Questions.

1. How do news outlets impact public opinion or public perception?
2. How does a writer use tone to advance an opinion?

Unpacking Embedded Assessment 1

Read the assignment for Embedded Assessment 1: Creating an Op-Ed News Project.

Working in groups, your assignment is to plan, develop, write, revise, and present an informational article on a timely and debatable issue of significance to your school community, local community, or national audience. After your group completes its article, you will individually develop a variety of editorial products that reflect your point of view (agreement, alternative, or opposing) on the topic. Be creative with your editorial products and include at least two different pieces, such as cartoons, editorials, letters, posters, photos, and so on.

With your class, read closely and mark the text for the knowledge and skills you must have to successfully complete this project.

My Notes

Skills	Knowledge

Bubble map

INDEPENDENT READING LINK

Read and Research

During this unit, you will read a local, national, or online newspaper every day. Create a log to keep track of what and when you read, and write down the titles of significant articles that you encountered in each section. Don't just read the first page or landing page (if you are reading an online publication); navigate through all the sections. Each day, cut out, scan, copy, or photograph one article that you enjoyed reading. Choose a publication that interests you, since you will be spending considerable time with it.

Pathways: Gear toward a Pathway Topic

Product: Invite newspaper people to evaluate products to determine which could be published

COMMON CORE STATE STANDARDS

Focus Standards:

L.11–12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college

and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Standards Addressed:

RL.11–12.10; RI.11–12.10

Learning Targets

- LT 1 • Determine the meaning of words and phrases as they are used in a text.
- LT 2 • Summarize the opinion of a writer using textual details as support.

Rights and the American Dream

While the American Dream is central to Americans' shared sense of identity, another defining belief of the American people is in the importance of free speech. As Supreme Court Justice Oliver Wendell Holmes famously observed in 1919, "the best test of truth is the power of the thought to get itself accepted in the competition of the market." Viewed in this way, the expression of contrasting and even conflicting ideas and opinions provides information that is crucial to our ability to make informed decisions about everything from personal beliefs to public policy. Indeed, the ways in which these ideas and voices interact with each other help us to shape, test, and revise our own perspectives on the issues that dominate our lives. This unit, with its focus on the media, begins with an in-depth examination of the constitutional amendment guaranteeing U.S. citizens their freedom of speech.

In Unit 1, you read the First Amendment to the United States Constitution as part of your study of the Bill of Rights. Refresh your memory of the First Amendment by rereading the text.

Historical Document

First Amendment to the United States Constitution

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Working from the Text

1. Each of the following terms is taken verbatim from the First Amendment. Read through the list and then underline each word or term where it appears in the text of the First Amendment. Next, define each term. Feel free to use a dictionary or other resource as allowed or provided by your teacher. *LC* use the graphic org*

respecting	having anything to do with
establishment	the creation of
prohibiting	preventing; making illegal
free exercise	to do something without fear of reprisal
thereof	having to do with what was previously mentioned
abridge	to curtail, cut short, or curb
the press	news agencies, including newspapers, television, etc.
peaceably	without violence
assemble	to get together in one place as a group
petition	to request or seek
redress	to fix; to make right
grievances	infringements upon one's rights or sensibilities

LEARNING STRATEGIES:
Quickwrite, Diffusing,
Metacognitive Markers,
Socratic Seminar

My Notes

PLAN

Materials: dictionary (print or online)
Suggested Pacing: 2 50-minute class periods

TEACH

1 As a way to introduce students the ideas put forth in this unit and **activate prior knowledge**, review the concept of freedom of speech from the previous units.

Text Complexity

Overall: Accessible

Lexile: 1000L

Qualitative: Moderate Difficulty

Task: Challenging (Create)

2 Next, have students use **metacognitive markers** to keep track of their thoughts as they reread the First Amendment.

3 Once students have reread the First Amendment, they will need to define the vocabulary words that follow. Students should feel free to use a dictionary or other resource

Leveled Differentiated Instruction

In this activity, students might need support determining the meaning of unknown words.

Em Distribute the **Unknown Word Solver** graphic organizer.

Model using the organizer with the word *peaceably*: *the root is peace which is the opposite of violence and the suffix -ably means "done a certain way."* The word *peaceably* must mean "to do something without violence." Work through the rest of the terms as a group.

Ex Have small groups work through the list using the **Unknown Word Solver** graphic organizer.

Br Distribute the **Roots and Affixes Brainstorm** graphic organizer, and allow students to collaborate to dissect the terms.

Support Give students copies of the **Roots and Affixes Brainstorm** graphic organizer, and encourage them to use this handout while reading Krinsky's text and subsequent texts.

COMMON CORE STATE STANDARDS

Focus Standards:

RI.11–12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11–12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including

whether the structure makes points clear, convincing, and engaging.

RI.11–12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

W.11–12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

ACTIVITY 3.2 continued

4 Now that students should have a good understanding of what the First Amendment says, have them **paraphrase** the amendment, using the definitions of the words from the vocabulary list.

5 Read the Preview and the Setting a Purpose for Reading sections with students. Remind students of the rhetorical devices they have studied up to this point.

Rank in order of importance and discuss
*(academic discourse)

Discussion
Teacher move to direct attention of Freedom of Press
(Bring in discussion about how Free press supports the other freedoms under the 1st amendment)

ACTIVITY 3.2 continued

Rights and Responsibility

My Notes

Do you agree or
d

Freedom of
Speech

Freedom of
Religion

Freedom of
Assembly

Freedom of
Press

2. Now transform the text by rewriting the First Amendment in the space below, replacing the vocabulary words with their definitions. In some cases, your definition may fit exactly; in others, you may need to rework the phrasing.

Congress shall make no law that has anything to do with creating or setting up a state-sponsored religion; nor any law that prevents citizens from practicing their faith without fear of reprisal; nor can Congress write laws that curtail, cut short, or in any way curb the freedom of speech or of news outlets to report; or the right of the people to get together for peaceful reasons or seek justice from the Government in the event that one suffers an injustice or other attack on one's rights.

3. The First Amendment includes four basic rights or freedoms. What are they? Which of these will be the focus of this unit?

Preview

During the rest of this activity, you will read an informational text and participate in a Socratic Seminar to discuss the ideas of a free press, individual responsibility, and democracy.

Setting a Purpose for Reading

- Use metacognitive markers to note anything that raises a question for you (?), anything you find surprising (!), and anything that connects to the First Amendment (*).
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Underline any rhetorical devices you can identify, and note the device.

ABOUT THE AUTHOR

For 45 years, George Krinsky worked as a journalist, author, lecturer, and media critic. He served with the Associated Press for 16 years, both in the United States and abroad, and was eventually appointed the head of the AP's World Services News Department. In 1984 he left to found the Center for Foreign Journalists, now known as the ICFJ.

COMMON CORE STATE STANDARDS

accurately through the effective selection, organization, and analysis of content.

W.11–12.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create

a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Additional Standards Addressed: RI.11–12.2; RI.11–12.8; W.11–12.4; SL.11–12.1a; L.11–12.1a; L.11–12.1b; L.11–12.4b; L.11–12.4c; L.11–12.4d; L.11–12.6

Informational Text

The Role of the Media in a Democracy

by George A. Krinsky

Chunk 1

In a free-market democracy, the people ultimately make the decision as to how their press should act, says George Krinsky, the former head of news for the Associated Press World Services and author of *Hold the Press* (The Inside Story on Newspapers).

1 Volumes have been written about the role of the mass media in a democracy. The danger in all this examination is to submerge the subject under a sludge of **platitudes**. The issue of whether a free press is the best communications solution in a democracy is much too important at the close of this century and needs to be examined dispassionately.

2 Before addressing the subject, it helps to define the terminology. In the broadest sense, the media embraces the television and film entertainment industries, a vast array of regularly published printed material, and even public relations and advertising. The “press” is supposed to be a serious member of that family, focusing on real life instead of fantasy and serving the widest possible audience. A good generic term for the press in the electronic age is “news media.” The emphasis in this definition is on content, not technology or delivery system, because the press—at least in developed countries—can be found these days on the Internet, the fax lines, or the airwaves.

3 A self-governing society, by definition, needs to make its own decisions. It cannot do that without hard information, leavened with an open exchange of views. Abraham Lincoln articulated this concept most succinctly when he said: “Let the people know the facts, and the country will be safe.”

4 Some might regard Lincoln’s as a somewhat naive viewpoint, given the complexities and technologies of the 20th century; but the need for public news has been a cornerstone of America’s system almost from the start.

5 Thomas Jefferson felt so strongly about the principle of free expression he said something that non-democrats must regard as an absurdity: “If it were left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter.” The implication of those words is that self-governance is more essential than governance itself. Not so absurd, perhaps, if you had just fought a war against an oppressive government.

Chunk 2

6 In the wake of America’s successful revolution, it was decided there should indeed be government, but only if it were accountable to the people. The people, in turn, could only hold the government accountable if they knew what it was doing and could intercede as necessary, using their ballot, for example. This role of public “watchdog” was thus assumed by a citizen press, and as a consequence, the government in the United States has been kept out of the news business. The only government-owned or-controlled media in the United States are those that broadcast overseas, such as the Voice of America. By law, this service is not allowed to broadcast within the country.

My Notes

platitudes: clichéd statements

succinctly: briefly and accurately

LT2: Jigsaw

annotate

+

summarize their chunk

explaining key terms and

incorporate in summary

6 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small-group reading
- read aloud

Option: To help students handle this long text, each student might read one chunk: 1, 2, 3, or 4. Make sure that about the same number of students are assigned for each chunk. Then form expert **discussion groups** composed of students who have read each of the four chunks. Students should **summarize** the central ideas and key details in each chunk in sequential order for the group. Be sure each student is responsible and accountable for providing information about the reading to the group.



Text Complexity

Overall: Complex

Lexile: 1200L

Qualitative: High Difficulty

Task: Moderate (Analyze)

7 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating unknown words and phrases, raising questions, making connections to the First Amendment and identifying rhetorical devices. Evaluate whether the selected reading mode is effective.

8 Based on the observations you make during the first reading, you may want to adjust the reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

© 2017 College Board. All rights reserved.

Key passages

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

4. Craft and Structure (RI.11–12.4, L.11–12.4b)

The prefix *dis-* generally reverses the meaning of a word. Using this information, and your knowledge of suffixes, what does *dispassionately* mean in paragraph 1? What word that you know is part of this word? What are the suffixes, and how do they affect the meaning of the base word? How does the meaning change when the prefix *dis-* is added?

5. Knowledge and Ideas (RI.11–12.8)

Which details in paragraphs 3–7 show the author’s reasoning for arguing in favor of the importance of the free press clause of the First Amendment? Summarize the first two sentences in paragraph 3. What are the implications of Jefferson’s words in paragraph 3? How is a free press a necessary element of holding the government accountable? How have challenges changed the right to a free press?

© 2017 College Board. All rights reserved.

9 Be sure students attend to the Grammar & Usage feature on rhetorical devices.

Rights and Responsibility

subsidy: financial support

GRAMMAR & USAGE
Rhetorical Devices

A rhetorical question is a figure of speech in the form of a question that an author asks to emphasize a point rather than elicit an answer. Rhetorical questions often occur immediately after a comment and suggest the opposite of it—the idea is to make a point more prominent. Authors often use rhetorical questioning as a persuasive device to influence the kind of response they want from an audience.

Notice the question in paragraph 8. The reader is not expected to answer this question, but rather to understand that the application of constitutional theory has not proven simple at all.

Find another rhetorical question that the author uses and discuss its effect with a partner.

impartiality: lack of support for one side or the other

partisan: supports one party over another

suppressing: holding down or back

inherent: built-in

There is partial government subsidy to public television and radio in the United States, but safeguards protect it against political interference.

7 Because the Constitution is the highest law in the land, any attempts by courts, legislators and law enforcement officers to weaken protected liberties, such as free expression, are generally preventable.

8 Fairly simple in theory, but how has all this worked out?

9 Generally speaking, pretty well, although the concept of a free press is challenged and defended every day in one community or another across the land. The American press has always been influential, often powerful and sometimes feared, but it has seldom been loved. As a matter of fact, journalists today rank in the lower echelons of public popularity. They are seen as too powerful on the one hand, and not trustworthy on the other.

10 In its early days, the American press was little more than a pamphleteering industry, owned by or affiliated with competing political interests and engaged in a constant war of propaganda. Trust was not an issue. What caused the press to become an instrument for democratic decision-making was the variety of voices. Somehow, the common truth managed to emerge from under that chaotic pile of information and misinformation. A quest for objectivity was the result.

Chunk 3

11 Many critics have questioned whether there is such a thing as “objectivity.” Indeed, no human being can be truly objective; we can only seek objectivity and impartiality in the pursuit of truth. Journalists can try to keep their personal views out of the news, and they employ a number of techniques to do so, such as obtaining and quoting multiple sources and opposing views.

12 The question is whether the truth always serves the public. At times, the truth can do harm. If the truthful report of a small communal conflict in, say, Africa, leads to more civil unrest, is the public really being served? The journalistic purists—often those sitting in comfortable chairs far from conflict—say it is not their job to “play God” in such matters, and that one should not “shoot the messenger for the message.”

13 If, however, one takes the rigid view that the truth always needs to be controlled—or Lenin’s dictum that truth is partisan—the door is wide open for enormous abuse, as history has demonstrated time and again. It is this realization (and fear) that prompted Jefferson to utter that absurdity about the supreme importance of an uncensored press.

14 What Jefferson and the constitutional framers could not have foreseen, however, was how modern market forces would expand and exploit the simple concept of free expression. While media with meager resources in most developing countries are still struggling to keep governments from suppressing news that Westerners take for granted, the mass media in America, Britain, Germany and elsewhere are preoccupied with their role as profitable businesses and the task of securing a spot on tomorrow’s electronic superhighway. In such an environment, truth in the service of the public seems almost a quaint anachronism.

15 Is the capitalist drive an inherent obstacle to good journalism? In one sense, the marketplace can be the ally, rather than the enemy of a strong, free media. For the public to believe what it reads, listens to and sees in the mass media, the “product” must be credible. Otherwise, the public will not buy the product, and the company will lose money. So, profitability and public service can go hand in hand. What a media company does with its money is the key. If it uses a significant portion of its profits to improve its newsgathering and marketing capabilities and eliminate dependence upon others for

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

6. Craft and Structure (RI.11–12.6) How do words and phrases such as “dispassionately” (paragraph 1), “it was decided” (paragraph 6), “accountable” (paragraph 6), and “generally speaking” (paragraph 9) set a tone that contributes to Krimsky’s persuasiveness? In paragraph 1, Krimsky says that the discussion

of free press in relation to democracy is so important that it “needs to be examined dispassionately.” Why does Krimsky hold this point of view? Does the author’s text illustrate this idea? How? Do you find yourself considering Krimsky’s ideas because of this approach?

its survival (e.g. state subsidies, newsprint purchases, or access to printing facilities), the product improves, and the public is served. If it uses its profits primarily to make its owners rich, it might as well be selling toothpaste.

16 The assumption in this argument is that the public overwhelmingly wants to believe its news media, and that it will use this credible information to actively and reasonably conduct its public affairs. Unfortunately, that assumption is not as valid as it was in simpler times. In affluent societies today, media consumers are seeking more and more entertainment, and the news media's veracity (even its plausibility) is less important than its capacity to attract an audience.

17 But, you say, look at the new technology that can penetrate any censorship system in the world. Look at the choices people have today. Look at how accessible information is today. Yes, the choices may be larger, but a case can be made they are not deeper—that big money is replacing quality products and services with those of only the most massive appeal. The banquet table may be larger, but if it only contains “junk food,” is there really more choice? Declining literacy, for example, is a real problem in the so-called developed world. That's one reason why newspapers are so worried about their future.

Chunk 4

18 Where is the relevance of all this to the emerging democracies around the world? Certainly the American experience, for all its messiness, provides a useful precedent, if not always a model.

19 For example, when one talks about an independent media, it is necessary to include financial independence as a prerequisite, in addition to political independence. The American revenue-earning model of heavy reliance on advertising is highly suspect in many former communist countries, but one has to weigh the alternatives. Are government and party subsidies less imprisoning? If journalists are so fearful of contamination by advertiser pressure, they can build internal walls between news and business functions, similar to those American newspapers erected earlier in this century.

20 If they are fearful of political contamination of the information-gathering process, they can build another wall separating the newsroom from the editorial department—another important concept in modern American journalism.

21 The problem in many new democracies is that journalists who once had to toe the single-party line equate independence with opposition. Because they speak out against the government, they say they are independent. But haven't they just traded one affiliation for another? There is little room for unvarnished truth in a partisan press.

22 Is objectivity a luxury in societies that have only recently begun to enjoy the freedom to voice their opinions? Listen to a Lithuanian newspaper editor shortly after his country gained its independence: “I want my readers to know what their heads are for.” His readers were used to being told not only what to think about, but what to think. Democracy requires the public to make choices and decisions. This editor wanted to prepare citizens for that responsibility with articles that inform but do not pass judgment. His circulation increased.

23 Though nearly 60 percent of the world's nations today are declared democracies—a monumental change from a mere decade ago—most of them have nevertheless instituted press laws that prohibit reporting on a whole array of subjects ranging from the internal activity and operations of government to the private lives of leaders. Some of these are well-intentioned efforts to “preserve public stability.” But all of them, ALL of them, undermine self-governance.

My Notes

veracity: truthfulness
plausibility: believability

precedent: prior example

affiliation: close association

© 2017 College Board. All rights reserved.

© 2017 College Board. All rights reserved.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

7. Craft and Structure (RI.11–12.5) In paragraph 11, how does Krinsky say journalists try to be objective? How does he use this technique in paragraph 12? How do journalists try to keep their personal views out of the news? Does the truth serve the small African community in Krinsky's example? Why would some journalists argue that they have the responsibility to report the news regardless of its effect?

8. Key Ideas and Details (RI.11–12.1) In Chunk 4, in what two ways does Krinsky say the media must be independent? How does he suggest that these goals be achieved? Why is the goal of independence essential to truth-telling? What two kinds of independence does Krinsky discuss in paragraph 19? What two solutions does he suggest if journalists are “fearful of ... contamination” in paragraphs 19 and 20?

ACTIVITY 3.2 continued

Rights and Responsibility

ACTIVITY 3.2
continued

10 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

11 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

My Notes

libel: publishing a false statement that hurts someone's reputation

notable: well-known person

semblance: outward appearance

mandate: authorization

repair: go back

Delegate questions according to chunk for Japan expert LT1 group to answer and take back to home groups

24 The watchdog role of the free press can often appear as mean-spirited. How do the government and public protect themselves from its excesses? In the United States, it is done in a variety of ways. One, for example, is the use of "ombudsmen." In this case, news organizations employ an in-house critic to hear public complaints and either publish or broadcast their judgments. Another is the creation of citizens' councils which sit to hear public complaints about the press and then issue verdicts, which, although not carrying the force of law, are aired widely.

25 Last, and most effective, is libel law. In the United States, a citizen can win a substantial monetary award from a news organization if libel is proven in a court of law. It is much harder for a public official or celebrity than an ordinary citizen to win a libel case against the press, because the courts have ruled that notoriety comes with being in the limelight. In most cases, the complaining notable must prove "malice aforethought."

26 There is nothing in the American constitution that says the press must be responsible and accountable. Those requirements were reserved for government. In a free-market democracy, the people—that is the voters and the buying public—ultimately decide as to how their press should act. If at least a semblance of truth-in-the-public-service does not remain a motivating force for the mass media of the future, neither free journalism nor true democracy has much hope, in my opinion.

27 The nature and use of new technology is not the essential problem. If true journalists are worried about their future in an age when everyone with a computer can call themselves journalists, then the profession has to demonstrate that it is special, that it offers something of real value and can prove it to the public. There is still a need today—perhaps more than ever—for identifying sense amidst the nonsense, for sifting the important from the trivial, and, yes, for telling the truth. Those goals still constitute the best mandate for a free press in a democracy.

28 George Washington's admonition, uttered at the Constitutional Convention, still stands: "Let us raise a standard to which the wise and honest can repair."

Second Read

- Reread the informational text to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

4. **Craft and Structure:** The prefix *dis-* generally reverses the meaning of a word. Using this information, and your knowledge of suffixes, what does *dispassionately* mean in paragraph 1?

Passionately is made up of the base word *passion* and the suffixes *-ate*, meaning "state of," and *-ly*, which converts the word to an adverb, creating the meaning "acting based on strong feelings." *Dis-* reverses the meaning to "acting without strong feelings." RI.11–12.4, L.11–12.4b

5. **Knowledge and Ideas:** Which details in paragraphs 3–7 show the author's reasoning for arguing in favor of the importance of the free press clause of the First Amendment?

A self-governing society needs "hard information" and "an open exchange of views" to make its own decisions. Jefferson felt self-governance was more important than government. The people can only hold government accountable if they know what it's doing. Because free press is guaranteed by the Constitution, it has survived many challenges unchanged. RI.11–12.8

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

9. **Key Ideas and Details (RI.11–12.1)** What does Krimsky mean in paragraph 21 when he suggests that newly free journalists who oppose the government have "traded one affiliation for another"? What two ideas do newly free journalists equate? Why do they think *opposition* and *independence* are synonyms? If a journalist wants to report the truth, is he or she able to do so by always opposing or supporting the government, for example? Explain.

10. **Key Ideas and Details (RI.11–12.2)** How does the anecdote about the Lithuanian newspaper editor in paragraph 22 illustrate Krimsky's central idea regarding objectivity? How do the editor's readers respond? What does the Lithuanian editor want his readers to know? How does the editor accomplish this goal? How does the newspaper benefit as a result?

key terms

6. Craft and Structure: How do words and phrases such as “dispassionately” (paragraph 1), “it was decided” (paragraph 6), “accountable” (paragraph 6), and “generally speaking” (paragraph 9) set a tone that contributes to Krimsky’s persuasiveness?

The use of unemotional descriptions and qualifying phrases, as well as the passive voice, sets an objective tone for the text. This objective tone establishes the author’s credibility, which makes his arguments regarding the importance of a free press persuasive. RI.11–12.6

7. Craft and Structure: In paragraph 11, how does Krimsky say journalists try to be objective? How does he use this technique in paragraph 12?

In paragraph 11, Krimsky says journalists “try to keep their personal views out of the news” by “obtaining and quoting multiple sources and opposing views.” In paragraph 12, he provides two viewpoints to provide insight regarding the question of “whether the truth always serves the public” and does not take a side. RI.11–12.5

8. Key Ideas and Details: In Chunk 4, in what two ways does Krimsky say the media must be independent? How does he suggest that these goals be achieved?

Krimsky says the media must be financially and politically independent. To achieve independence, he suggests building “internal walls,” between the news and business functions for financial independence and “between the newsroom” and the “editorial department” for political independence. RI.11–12.1

9. Key Ideas and Details: What does Krimsky mean in paragraph 21 when he suggests that newly free journalists who oppose the government have “traded one affiliation for another”?

Krimsky writes newly free journalists “equate independence with opposition,” and because “they speak out against the government, they say they are independent.” He means that always opposing the government is no more independent than always supporting it. RI.11–12.1

10. Key Ideas and Details: How does the anecdote about the Lithuanian newspaper editor in paragraph 22 illustrate Krimsky’s central idea regarding objectivity? How do the editor’s readers respond?

Rather than follow in the footsteps of the fallen government, the editor wants to show readers “what their heads are for” by preparing them to make their own decisions based on objective articles. Apparently, readers appreciate the opportunity to think for themselves because the newspaper begins to sell more copies. RI.11–12.2

11. Craft and Structure: Based on Krimsky’s conclusion, what is his point of view about the importance of a free press within a democracy?

Krimsky believes that a free press is still important to a democracy for the purposes of helping people in “identifying sense amidst the nonsense, for sifting the important from the trivial,” and “telling the truth.” In this sense, the press functions to “let the people know the facts,” make their own decisions, and hold the government accountable for its actions. RI.11–12.6

My Notes
 Revise question
 to -
 Krimsky's
 creates an
 objective tone
 a. What words
 and phrases
 signal objectivity
 b. How does
 this tone make
 the piece more
 persuasive?

© 2017 College Board. All rights reserved.

AK

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

11. Craft and Structure (RI.11–12.6) Based on Krimsky’s conclusion, what is his point of view about the importance of a free press within a democracy? Reread paragraphs 27 and 28. What three needs does Krimsky list? Why are these needs important to a democracy? How does a free press help to fulfill these needs?

12. Craft and Structure (RI.11–12.4, L.11–12.4a) Based on the context of the last sentence, what is an “admonition”? What is Washington’s “admonition”? In what ways is Washington’s admonition a warning to those who are framing a government for the newly formed United States of America?

© 2017 College Board. All rights reserved.

ACTIVITY 3.2 continued

12 Instruct students to prepare for a Socratic Seminar by answering the pre-seminar questions and rereading the text.

13 Conduct a brief (10 to 15 minutes) Socratic Seminar using answers to the pre-seminar questions and the unit’s Essential Questions to guide the discussion. Be sure students have the text in front of them and that they refer to it often in their discussions.

14 Review with students that tone describes a writer’s attitude toward a subject. Writers convey tone through word choice or diction. Read and discuss the Language and Writer’s Craft box with the class. Have students complete the Practice section before starting work on the writing prompt.

ACTIVITY 3.2 continued

Rights and Responsibility

My Notes

12. Craft and Structure: Based on the context of the last sentence, what is an “admonition”?

George Washington utters the following “admonition” at the Constitutional Convention: “Let us raise a standard to which the wise and honest can repair.” Within the context of setting up a government for a new nation, Washington gives a warning that the new government must be a model to which those seeking wisdom and honesty may return again and again. RI.11–12.4, L.11–12.4a

Working from the Text

13. You will next participate in a Socratic Seminar. To prepare for the Socratic Seminar, review the texts in this activity and respond to the pre-seminar questions. Use details from each text to support your thinking.

Pre-seminar questions:

- How important is a free press to a democratic society? What is the balance between the freedoms guaranteed by the First Amendment and the responsibility of the individual in our society?
- Why is it important that the government is not involved with the media?
- Write one of your own open-ended questions based on the text.

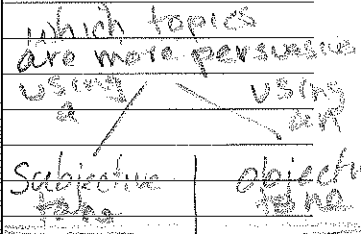
Language and Writer’s Craft: Diction and Tone

When writers make an argument, they choose between a subjective or an objective tone to convey information. Writers may use a subjective tone if they want to provide an opinion that contains a biased viewpoint, or they might use an objective tone if they want to convey unbiased facts that pertain to the argument. Each choice has its merits and drawbacks—when readers know an argument is subjective, it may feel more personal and contain emotions and judgment. When an argument is objective, it may feel as though the writer’s opinions have been removed from the equation to produce a purely fact-based argument. Pay close attention to a writer’s diction, or word choice, in order to ascertain whether the tone is subjective or objective. Subjective arguments tend to contain more emotional or opinionated language: “The American press ... has seldom been loved.” Objective arguments tend to contain more neutral or factual language: “the media embraces the television and film entertainment industries, a vast array of regularly published printed material, and even public relations and advertising.”

How do you know which tone to take in crafting an argument? First, consider your audience. A meeting with your teacher about raising a grade might not benefit from subjective emotional language. However, if you provide objective, measurable facts about your performance, the teacher may be more likely to consider your point of view.

PRACTICE Choose one paragraph from “The Role of the Media in a Democracy” and analyze whether the tone is objective or subjective. Which clues from the writer’s diction indicate objectivity or subjectivity? Then, rewrite the paragraph in the opposing tone, paying close attention to diction.

Handwritten note: Make considerations in regards to time



Subjective tone	Objective tone

Explain How an Argument Persuades

Krimsky begins his essay by defining terminology and revisiting some historical and key ideas about the founding of the U.S. government. Write an essay that explains how Krimsky continues to structure his essay to persuade readers of the vital role of free media within a democracy. How effective is this structure in conveying Krimsky's ideas in a convincing way? Be sure to:

- Use diction and precise language that maintain an objective tone as you describe Krimsky's structure.
- Employ logical organization as you build an explanation of how Krimsky's ideas progress.
- Develop your explanation by citing significant and relevant quotations, making sure not to introduce errors of fact or understanding.

Consider time to do this with a mentor text as they get closer to writing their own op-ed pieces

My Notes

15 Instruct students to respond to the writing prompt.

16 If possible, keep a good dictionary of usage in your classroom, and encourage students to consult it to look up misused words. Model doing so yourself, when possible.

▶ **ASSESS**

Use students' responses to the writing prompt to assess their ability to identify and analyze the structure of an argument using objective tone, logical organization, and relevant evidence. Ensure that students are analyzing structure rather than agreeing or disagreeing with Krimsky's claims.

▶ **ADAPT**

If students have not mastered writing an analysis of the structure of an argument essay, have them work with partners to complete **graphic organizers** that describe the structure. For example, a sequential graphic organizer may begin with frames such as 1) "defines terminology, such as _____" and 2) "revisits historical ideas, such as _____," and so on.

ACTIVITY 3.3

▶ PLAN

Materials: local newspapers, print or online

Suggested Pacing: 2 50-minute class periods

▶ TEACH

1 As an **anticipation guide**, ask students to complete the News Media Survey. Have them **think-pair-share** their responses. Then as a class, total the responses and ask students to write a summary of how teens in their classroom feel about the news media.

2 Acquire copies of your local newspaper. They do not need to be current. Ask students to **skim** the various sections of the newspaper to identify the content of each. List these sections on the board and discuss which sections students normally read (if any), which they never look at, and what kind of information is found in each. Students should discuss why they read certain parts and not others. You might also want to discuss the amount of advertising students encounter while exploring the paper: what kinds they see and where and how the ads impact their reactions to the paper. Have student **discussion groups** create a chart of their findings.

3 Based on this preliminary introduction, ask students why we have newspapers and what their function and value may be in our society.

ACTIVITY 3.3

Introducing the Media

LEARNING STRATEGIES:
Think-Pair-Share, Questioning the Text

My Notes

Learning Targets

- Examine a news source and identify its focus.
- Explain how a medium is tailored for a specific audience.

News Media Survey

1. Rank the following media outlets in the order you would turn to them for information on a major news story. (Use 1 to indicate the outlet you would turn to most often. Write N/A to indicate you would not use that outlet.)

- | | |
|--------------------------|----------------------|
| _____ Newspaper | _____ Radio News |
| _____ Local TV News | _____ News Magazines |
| _____ Cable News Station | _____ News Podcast |
| _____ Word of Mouth | _____ Social Media |
| _____ Websites/Internet | |

2. Rank the following media outlets for accuracy and trustworthiness in how they present information. (Rank the most trustworthy outlet 1.)

- | | |
|--------------------------|----------------------|
| _____ Newspaper | _____ Radio News |
| _____ Local TV News | _____ News Magazines |
| _____ Cable News Station | _____ News Podcast |
| _____ Word of Mouth | _____ Social Media |
| _____ Websites/Internet | |

3. Think back on the past month. About how much time (in hours) did you spend receiving news (not entertainment) from the following media outlets?

- | | |
|--------------------------|----------------------|
| _____ Newspaper | _____ Radio News |
| _____ Local TV News | _____ News Magazines |
| _____ Cable News Station | _____ News Podcast |
| _____ Word of Mouth | _____ Social Media |
| _____ Websites/Internet | |

4. Rank each of the following reasons that you might give for not reading newspapers. (Write 1 next to the reason most appropriate for you. Write N/A if you disagree with the statement.)

- | |
|---|
| _____ They are boring. |
| _____ They take too long to read. |
| _____ They don't have information that applies to me and my life. |
| _____ They usually focus on scandals, politics, and gossip. |
| _____ They are often filled with mistakes and lies. |
| _____ Other: |

5. Do you feel that it is important to be knowledgeable about news? Explain.

COMMON CORE STATE STANDARDS

Focus Standards:

SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11–12.1a: Come to discussions prepared, having read and researched material under

study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11–12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Exploring Newspapers

6. Look over the following quotations about newspapers. In the space after each quote, summarize what the author is saying and then state whether you agree and why.

- "Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter." —Thomas Jefferson, 1787
- "Here is the living disproof of the old adage that nothing is as dead as yesterday's newspaper ... This is what really happened, reported by a free press to a free people. It is the raw material of history; it is the story of our own times." —Henry Steel Commager, preface to a history of *The New York Times*, 1951
- "The newspapers, especially those in the East, are amazingly superficial and ... a large number of news gatherers are either cynics at heart or are following the orders and the policies of the owners of their papers." —Franklin D. Roosevelt, May 7, 1934
- "For my part I entertain a high idea of the utility of periodical publications; insomuch as I could heartily desire, copies of ... magazines, as well as common Gazettes, might be spread through every city, town, and village in the United States. I consider such vehicles of knowledge more happily calculated than any other to preserve the liberty, stimulate the industry, and ameliorate the morals of a free and enlightened people." —George Washington, 1788
- "I read the newspapers avidly. It is my one form of continuous fiction." —Aneurin Bevan (1897–1960), British Labour politician

My Notes

Additional option

Have students create a quote on how media has affected them, positively or negatively?

How has a media story shaped or influenced your opinion or behavior?

4 Have student discussion group analyze the media quotations. In 1 space after each quotation, stude should work together to paraphra what the quotation is saying about newspapers and discuss whether not they agree with the statement and why.

Share out
Academic Discourse

Introduce

COMMON CORE STATE STANDARDS

Additional Standards Addressed:

- RI.11–12.6; W.11–12.4; SL.11–12.1b;
- SL.11–12.1c; SL.11–12.3

ACTIVITY 3.3 continued

5 In small discussion groups, have students **brainstorm** a list of current news sources students consult and then assign each student to monitor a source's coverage of news that evening outside of class. Read the Literary Terms feature about target audience, and make sure students understand what they should be looking for in their reviews. They should use the log presented to take notes.

6 Have students compare their findings in their small groups at the start of class the next day.

7 After comparing results, have the groups discuss what the target audience of each source seems to be. How do they know this? What secondary audiences might each source target, as well? How do they know this?

ACTIVITY 3.3 continued

Introducing the Media

My Notes

- “What appears in newspapers is often new but seldom true.”
—Patrick Kavanagh (1905–1967), Irish poet
- “As people get their opinions so largely from the newspapers they read, the corruption of the schools would not matter so much if the Press were free. But the Press is not free. As it costs at least a quarter of a million of money to establish a daily newspaper in London, the newspapers are owned by rich men. And they depend on the advertisements of other rich men. Editors and journalists who express opinions in print that are opposed to the interests of the rich are dismissed and replaced by subservient ones.”—George B. Shaw, Irish playwright, 1949
- “Most of us probably feel we couldn't be free without newspapers, and that is the real reason we want the newspapers to be free.”—Edward R. Murrow, journalist, 1958
- “The decline of competing local daily newspaper voices diminishes not only the availability of local and regional news to consumers but also the availability of competing opinions and ideas, not just at local levels but at all levels. Social thinkers, historians, and political analysts have identified such diversity of thought—a marketplace of ideas—as essential to a functioning democracy.”
—Steven M. Hallock, journalism professor, 2007

U2: Do Not Do as HW - Select footage from News Sources with

Independent Reading: News Source Viewing Log

7. In small discussion groups, brainstorm a list of news sources you reference regularly. Your teacher will assign one to you to monitor this evening. Keep notes about your news source in the log below.

different audiences but covering same topic

Time (Non-print) and Location	Story Focus or Headline	Target Audience	Perspective on Issue Covered

Literary Terms

A target audience is the intended group for which a work is designed to appeal or reach. A secondary audience is the group who may also receive the message or may influence the target audience.

Example

My Notes

Caravan coverage

MSNBC	Don't
CNN	choose
Fox News	opinion shows

Recommend

objective needs that have specific audiences

8. As you compare your source's coverage of news with that of other students, what key differences do you notice? What might explain those differences?

Check Your Understanding

After discussing differences, write a few sentences explaining how your source's coverage of news is tailored to what you think is its target audience. Identify a specific audience for your source.

ASSESS

Review students' responses to the Check Your Understanding task. Ensure that students have stated their target audiences, defined the traits of these audiences, and then provided evidence from their sources that corresponds to these traits.

ADAPT

If students need additional help understanding how news coverage is tailored toward a target audience have them read newspaper coverage from each of the two home cities of a professional sporting competition. How does the city newspaper for each team report the event? How is the coverage different? Why is it different? How does target audience affect coverage?

ACTIVITY 3.4

▶ PLAN

Suggested Pacing: 2 50-minute class periods

▶ TEACH

1 Read the Preview, Setting a Purpose for Reading, and Academic Vocabulary sections with your students. Be sure students understand *reasoning* and *evidence* before they start making annotations.

2 **FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small-group reading
- read aloud

Text Complexity

Overall: Complex

Lexile: 1070L

Qualitative: Moderate Difficulty

Task: Moderate (Analyze)

3 Tell students that the first editorial exposes them to an inductive argument that presents evidence from which it draws conclusions in support of a claim.

4 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating unknown words and phrases, identifying Sunstein's reasoning and evidence, and marking examples of British spellings. Evaluate whether the selected reading mode is effective.

ACTIVITY 3.4

The Newspaper Debate

LEARNING STRATEGIES:
Skimming/Scanning, Marking the Text, Discussion Groups, Paraphrasing

- Learning Targets**
- Analyze how concessions and refutations can be used to refute an opposing argument.
 - Apply strategies of refutation to a set of persuasive elements.

Preview

In this activity you will read and analyze two editorials, one that makes a claim about modern media consumption and another that refutes the claim.

Setting a Purpose for Reading

- Highlight details that are Sunstein's *reasoning* and *evidence*.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Underline any words with British spellings. (The *Financial Times* is a British newspaper.)

ABOUT THE AUTHOR

Cass Sunstein is a noted American legal scholar who has written dozens of books, essays, and newspaper and magazine articles on public policy, economics, law, and psychology. He has taught at the law schools of the University of Chicago, Harvard University, and Columbia University.

Editorial

How the Rise of the Daily Me Threatens Democracy

Financial Times, January 10, 2008
by Cass Sunstein

- 1 More than a decade ago the technology specialist, Nicholas Negroponte, prophesied the **emergence** of the Daily Me—a fully personalised newspaper. It would allow you to include topics that interest you and screen out those that bore or annoy you. If you wanted to focus on Iraq and tennis, or exclude Iran and golf, you could do that.
- 2 Many people now use the internet to create something like a Daily Me. This behaviour is reinforced by the rise of social networking forums, collaborative filtering and viral marketing. For politics, the phenomenon is especially important in campaigns. Candidates in the US presidential race can construct information cocoons in which readers are deluged with material that is, in their eyes, politically correct. Supporters of Hillary Clinton construct a Daily Me that includes her campaign's perspective but offers nothing from Barack Obama, let alone Mitt Romney.

My Notes

Review inductive vs. deductive arg

emergence: rise in popularity

Bias in inductive arguments occur if examples are cherry picked

Evaluate whether examples are truly indicative of what is happening + check if they acknowledge counter-examples

COMMON CORE STATE STANDARDS

Focus Standards:

RI.11–12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11–12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including

whether the structure makes points clear, convincing, and engaging.

RI.11–12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Additional Standards Addressed:

RI.11–12.2; RI.11–12.3; RI.11–12.4; RI.11–12.4b; RI.11–12.6; RI.11–12.10; W.11–12.1a; W.11–12.1b; W.11–12.1f; W.11–12.4; W.11–12.5; W.11–12.9b; W.11–12.10; L.11–12.6

3 What is wrong with the emerging situation? We can find a clue in a small experiment in democracy conducted in Colorado in 2005. About 60 US citizens were put into 10 groups. They **deliberated** on controversial issues, such as whether the US should sign an international treaty to combat global warming and whether states should allow same-sex couples to enter into civil unions. The groups consisted of predominantly either leftwing or rightwing members, with the former drawn from left-of-centre Boulder and the latter from Colorado Springs, which tends to be right of centre. The groups, not mixed, were screened to ensure members **conformed** to stereotypes. (If people in Boulder liked Vice-President Dick Cheney, they were cordially excused.) People were asked to state their opinions anonymously before and after the group discussion.

4 In almost every group, people ended up with more extreme positions. The Boulder groups favoured an international treaty to control global warming before discussion; they favoured it far more strongly afterwards. In Colorado Springs, people were neutral on that treaty before discussion; discussion led them to oppose it strongly. Same-sex unions became much more popular in Boulder and less so in Colorado Springs.

5 Aside from increasing extremism, discussion had another effect: it squelched diversity. Before members talked, many groups displayed internal disagreement. These were greatly reduced: discussion widened the rift between Boulder and Colorado Springs.

6 Countless versions of this experiment are carried out online every day. The result is group polarisation, which occurs when like-minded people speak together and end up in a more extreme position in line with their original inclinations.

7 There are three reasons for this. First is the exchange of information. In Colorado Springs, the members offered many justifications for not signing a climate treaty and a lot fewer for doing so. Since people listened to one another, they became more sceptical. The second reason is that when people find their views **corroborated**, they become more confident and so are more willing to be extreme. The third reason involves social comparison. People who favour a position think of themselves in a certain way and if they are with people who agree with them, they shift a bit to hold on to their preferred self-conception.

8 Group polarisation clearly occurs on the internet. For example, 80 per cent of readers of the leftwing blog Daily Kos are Democrats and fewer than 1 per cent are Republicans. Many popular bloggers link frequently to those who agree with them and to contrary views, if at all, only to ridicule them. To a significant extent, people are learning about supposed facts from narrow niches and like-minded others.

9 This matters for the electoral process. A high degree of self-sorting leads to more confidence, extremism and increased contempt for those with contrary views. We can already see this in the presidential campaign. It will only intensify when the two parties square off. To the extent that Democratic and Republican candidates seem to live in different political universes, group polarisation is playing a large role.

10 Polarisation, of course, long preceded the internet. Yet given people's new power to create echo chambers, the result will be serious obstacles not merely to civility but also to mutual understanding and constructive problem solving. The Daily Me leads inexorably also to the Daily Them. That is a real problem for democracy.

deliberated: thought about or discussed carefully

conformed: held to

My Notes

corroborated: strengthened by evidence

inexorably: unstopably

5 Based on the observations you make during the first reading, you may want to adjust the reading mode. For example, you may decide for the second reading to group students differently.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Craft and Structure (RI.11–12.4, L.11–12.4b)
Given your knowledge of the base word *prophecy*, what is the meaning of the verb *prophesied* in paragraph 1? What part of speech is *prophecy*, and what does the word mean? Assuming the two words are related, what might the verb *prophesied* mean? Does this meaning work in the sentence?

2. Key Ideas and Details (RI.11–12.3) Based on paragraphs 3 through 5, describe the sequence

of events of the experiment conducted in Colorado. What is the effect on the subjects of hearing only their own viewpoints? Summarize in your own words the order of events of the experiment conducted in Colorado in 2005. What tendency is illustrated by the findings?

3. Key Ideas and Details (RI.11–12.2) How does the image of “echo chambers” in paragraph 10 contribute to Sunstein’s central idea? If you are in an echo chamber, whose voice do you hear?

ACTIVITY 3.4 continued

6 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

7 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

ACTIVITY 3.4 continued

The Newspaper Debate

My Notes

consider questions and discuss them in writing

Second Read

- Reread the editorial to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. Craft and Structure: Given your knowledge of the base word *prophecy*, what is the meaning of the verb *prophesied* in paragraph 1?

Prophecy is a noun meaning “prediction of the future.” Replacing *prophesied* in the text with a verb form of this meaning, “predicted,” makes sense, so the verb *prophesied* means “predicted the future.” RI.11–12.4, L.11–12.4b

2. Key Ideas and Details: Based on paragraphs 3 through 5, describe the sequence of events of the experiment conducted in Colorado. What is the effect on the subjects of hearing only their own viewpoints?

Participants in the experiment are placed in groups with the same political opinions. Researchers measure their views before and after the discussion of controversial issues. After discussion with people who agree with them, participants hold more extreme views. Because the participants hear only their own viewpoints, they are less likely to disagree with or question particular points. RI.11–12.3

3. Key Ideas and Details: How does the image of “echo chambers” in paragraph 10 contribute to Sunstein’s central idea?

In an echo chamber, people only hear echoes of their own voices or opinions. If people only select news that echoes their own views, they choose to exist in virtual echo chambers. By hearing only one’s own views echoed back in the form of “news,” one’s views are never informed or revised by opposing ideas or viewpoints. RI.11–12.2

4. Craft and Structure: What reasoning and evidence does Sunstein present for his claim that personalized news is a problem for American democracy? Are these reasons and evidence convincing?

Sunstein uses cause-and-effect reasoning, citing an experiment that shows people’s views become more similar and extreme when they discuss these views only with like-minded people. He also provides data that shows people on the Internet seek out their own viewpoints. His evidence is convincing for the point that selective news creates more polarized views. However, Sunstein does not provide evidence that this situation necessarily creates “serious obstacles not merely to civility but also to mutual understanding and constructive problem solving.” RI.11–12.5

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

How is selecting only news you agree with like being in an echo chamber? How might being in a virtual news echo chamber affect one’s views?

4. Craft and Structure (RI.11–12.5) What reasoning and evidence does Sunstein present for his claim that personalized news is a problem for American democracy? Are these

reasons and evidence convincing? According to Sunstein, what causes the effect of extreme and polarized views in people? What are his two main pieces of evidence? Which claim does the evidence convincingly support? Which claim is not well supported by the evidence?

Working from the Text

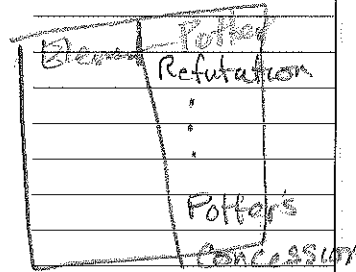
5. In the left-hand column, identify support (reasoning and evidence) Sunstein uses to justify his claim that the diminished role of the newspaper is a problem for American democracy. You will revisit this chart after you read the next editorial.

Diminished role

Sunstein	Potter
People ended up with more extreme positions.	Concession Group polarization is everywhere ... But, for the most part, it isn't a problem (for democracy anyway).
Discussion had another effect: it squelched diversity.	Refutation We routinely come into contact with so many people from so many different groups that the tendency toward polarization in one is at least somewhat tempered by our encounters with others.
The result is group "polarisation."	Refutation What would be worrisome was if four-fifths of Democrats read only the Daily Kos, but there is absolutely no evidence that is the case.
They became more "sceptical."	Refutation Readers go online in search of less bias, not the self-absorption of the Daily Me.
They become more confident and so are more willing to be extreme.	
The third reason involves social comparison.	
A high degree of self-sorting leads to more confidence, extremism and increased contempt for those with contrary views.	
The result will be serious obstacles not merely to civility but also to mutual understanding and constructive problem solving. The Daily Me leads inexorably also to the Daily Them. That is a real problem for democracy.	

My Notes

See pg 215
Use the format of the table on
"Check your understanding" for students to Note take Sunstein's argument.



LT1: Add questions
How do Potter's concessions serve to argue against Potter's claim.

8 Have students fill in the left column of the graphic organizer before moving on to the next text. Point out to students that they will return to this graphic organizer and add notes to the right column while reading the next text.

ACTIVITY 3.4 continued

9 Read the Setting a Purpose for Reading and Literary Terms sections with your students. Help them understand the instructions for annotation. Review with students the definitions of *concession* and *refutation*.

10 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small-group reading
- read aloud

Text Complexity

Overall: Very Complex

Lexile: 1390L

Qualitative: High Difficulty

Task: Moderate (Analyze)

11 Tell students that this editorial is a reactive argument that uses concession and refutation to refute the claim of another argument.

12 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating unknown words, words and phrases that indicate Potter's tone, and sections that show his concessions and refutations. Evaluate whether the selected reading mode is effective.

13 Based on the observations you make during the first reading, you may want to adjust the reading mode. For example, you may decide for the second reading to group students differently.

TEACHER TO TEACHER

This editorial is a good example of counterclaim/concession and refutation. Potter presents the counterclaim in paragraphs 3 and 4, and then after conceding that "polarization is everywhere," he begins his refutation. Potter attacks basic assumptions of Sunstein's thinking as part of his strategy of refutation.

The Newspaper Debate

ACTIVITY 3.4 continued

Literary Terms

A **concession** is an admission in an argument that the opposing side has valid points. A **refutation** is the reasoning used to disprove an opposing point.

My Notes

myriad: huge number of

ideological: belief

Setting a Purpose for Reading

- Highlight Potter's **concessions** and **refutations**.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Underline words and phrases that indicate Potter's tone.

Editorial

The Newspaper Is Dying— *Hooray for Democracy*

Macleans, April 7, 2008
by Andrew Potter

1 The Newspaper Audience Databank (NADbank) released its readership numbers for 2007 a couple of weeks ago, and for those of us in the industry it was grim reading: almost everywhere you look, circulation, ad revenues and page counts are down, which is why you can now fire a cannon through any given newsroom at midday and not have to worry about committing reportericide.

2 But unless you work in the business, is there any reason to be especially concerned? Each year may put another loop in the newspaper's death spiral, but the overall consumption of news is on the rise, almost entirely thanks to the **myriad** online sources. The Internet is eating the newspaper's lunch, but there's plenty of food on the buffet table.

3 In certain quarters, though, there is growing concern that the demise of the newspaper is a threat to democracy itself. The argument goes something like this: the economic logic of mass circulation meant a newspaper had to try to appeal to as many potential readers as possible. To do so, it brought together in one package a diverse set of voices, presenting each reader with ideas and perspectives that he or she might not otherwise have seen or sought out. This fostered the democratic values of curiosity, enlightenment and toleration, and the worry is that if the newspaper declines, so might democracy.

4 The sharpest version of this argument comes from Cass Sunstein, a law professor at the University of Chicago. In a recent column in the *Financial Times*, Sunstein fusses about the rise of what he calls the *Daily Me*, the highly personalized and customized information feeds that will allow you to "include topics that interest you and screen out those that bore or anger you." As Sunstein sees it, the *Daily Me* is the potential Achilles heel of democracy because of a phenomenon called group polarization: when like-minded people find themselves speaking only with one another, they get into a cycle of **ideological** reinforcement where they end up endorsing positions far more extreme than the ones they started with.

5 Group polarization is everywhere. It helps explain why, for example, humanities departments are so left-wing, why fraternities are so sexist, why journalists drink so much. But, for the most part, it isn't a problem (for democracy anyway), since we routinely come into contact with so many people from so many different groups that the tendency toward polarization in one is at least somewhat tempered by our encounters with others.

6 Yet Sunstein is worried that group polarization on the Internet will prove far more pernicious. Why? Because of the image of the blogosphere as a series of echo chambers, where every viewpoint is repeated and amplified to a hysterical pitch. As our politics moves online, he thinks we'll end up with a public sphere that is partisan and extreme, and as an example, he points out that 80 per cent of readers of the left-wing blog Daily Kos are Democrats, while fewer than one per cent are Republicans. The result, he claims, "will be serious obstacles not merely to civility but also to mutual understanding."

7 As upside-down arguments go, this one is ingenious. For decades, progressive critics have complained about the anti-democratic influence of the mass media, and that newspapers present a selective and highly biased picture of the world, promoting pseudo-arguments that give the illusion of debate while preserving the status quo. (Remember that the villain in *Manufacturing Consent*, the film about Noam Chomsky, was—wait for it—the New York Times.) And now that the Internet is poised to cast these lumbering dinosaurs of black ink and dead trees into the pit of extinction, we're supposed to say hang on, what about democracy?

8 There's a basic error here, paired with an equally basic misunderstanding of how the marketplace of ideas works. There is no reason at all to be concerned that 80 per cent of Daily Kos readers are Democrats, any more than to worry that 80 per cent of the visitors to McDonald's like hamburgers. Given what each of these outlets is selling, it would be bizarre if it were otherwise. What would be worrisome was if four-fifths of Democrats read only the Daily Kos, but there is absolutely no evidence that is the case.

9 Earlier this month, the Project for Excellence in Journalism, a think tank sponsored by the Pew foundation, released its fifth annual report (at journalism.org) on the state of the news media. For the most part, its analysis of the newspaper business confirmed the trends of declining circulation, revenues and staff. But with respect to public attitudes, the PEJ found that most readers see their newspaper as increasingly biased, and 68 per cent say they prefer to get their news from sources that don't have a point of view. The PEJ also found a substantial disconnect between the issues and events that dominate the news hole (e.g., the Iraq surge, the massacre at Virginia Tech) and what the public wants to see covered—issues such as education, transportation, religion and health. What this suggests, is, aside from some failings of newspapers, that readers go online in search of less bias, not the self-absorption of the Daily Me.

10 Nothing about how people consume media online suggests they are looking for confirmation of preexisting biases. In fact, we have every reason to believe that as people migrate online, it will be to seek out sources of information that they perceive to be unbiased, and which give them news they can't get anywhere else. The newspaper may be dying, but our democracy will be healthier for it.

tempered: lessened

pernicious: quietly deadly

mutual: shared

progressive: politically liberal or left-wing

My Notes

Handwriting lines for notes

perceive: interpret

This passage would be a good place to demonstrate tactful ways to refute a writer's arguments without attacking the writer personally. Ask students:

- How does Potter refute Sunstein's arguments without attacking him personally?
• Do you think this approach is effective? Explain.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

6. Key Ideas and Details (RI.11–12.2) In paragraph 5, what reason does Potter give that group polarization is not a threat to democracy? Is there evidence provided to support this central idea? Reread paragraph 5. Why isn't group polarization a problem for democracy? Are you able to find any evidence to support this claim?

7. Craft and Structure (RI.11–12.6) The tone Potter employs in paragraphs 4–7 suggests that Sunstein's position is ridiculous. Which

words and images most strongly contribute to this tone? How does Potter describe Sunstein's concerns in paragraph 4? How does Sunstein's claim appear in the light of Potter's dinosaur metaphor in paragraph 7?

8. Craft and Structure (RI.11–12.6) Potter presents Sunstein's point of view in paragraphs 4–7. Does he do so objectively and accurately? Explain. Review the original comments from Sunstein in paragraphs 1 and 10. Does Potter

ACTIVITY 3.4 continued

14 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

15 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

16 Have students return to the graphic organizer they started earlier in the activity and fill in the right column.

ACTIVITY 3.4 continued

The Newspaper Debate

My Notes

Second Read

- Reread the editorial to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

6. Key Ideas and Details: In paragraph 5, what reason does Potter give that group polarization is not a threat to democracy? Is there evidence provided to support this central idea?

Potter argues that the effects of group polarization are lessened in real life through routine encounters with people from different groups, presumably with different viewpoints. He does not provide any evidence to support this claim. RI.11–12.2

7. Craft and Structure: The tone Potter employs in paragraphs 4–7 suggests that Sunstein's position is ridiculous. Which words and images most strongly contribute to this tone?

Potter's tone is consistently dismissive. In paragraph 4, he both trivializes ("fusses") and overstates Sunstein's concerns ("the Daily Me is the potential Achilles heel of democracy"). Potter's reference to newspapers as "tumbling dinosaurs" makes Sunstein's claim that the death of the newspaper may harm democracy seem ridiculous. RI.11–12.6

8. Craft and Structure: Potter presents Sunstein's point of view in paragraphs 4–7. Does he do so objectively and accurately? Explain.

Potter does not present Sunstein's point of view objectively or accurately. He misquotes Sunstein about screening out unwanted news: "bore or anger" rather than "bore or annoy." He adds the idea of the "hysterical pitch" to the echo-chamber analogy. Potter also belittles Sunstein's words by calling them "upside-down arguments." RI.11–12.6

9. Key Ideas and Details: In paragraphs 8 and 9, why is Sunstein concerned that 80 percent of Daily Kos readers are Democrats? In paragraph 8, why does this fact not concern Potter? What evidence does Potter cite in paragraph 9?

Sunstein worries that people are only reading news they agree with, which breeds extremism and contempt for those with contrary views. Potter counters that the statistic only means that people reading the Daily Kos agree with its point of view, not that they don't read other viewpoints. He cites the PEJ report that "68 per cent say they prefer to get their news from sources that don't have a point of view." RI.11–12.2

Working from the Text

10. Revisit the graphic organizer on page 211. List any concessions and refutations you found. Be sure to identify if each one is a concession or refutation.

Consider condensing

4/2

4/3

4/3

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

quote Sunstein's words accurately and describe them objectively? How does he change Sunstein's words or ideas? How does this approach affect your views of Sunstein's and Potter's arguments?

9. Key Ideas and Details (RI.11–12.2) In paragraphs 8 and 9, why is Sunstein concerned that 80 percent of Daily Kos readers are

Democrats? In paragraph 8, why does this fact not concern Potter? What evidence does Potter cite in paragraph 9? Why is Sunstein worried that Democrats are learning facts only from like-minded others at the Daily Kos? How does Potter reframe this concern? What statistical evidence in paragraph 9 supports Potter's point? What problem might exist with this evidence?

11. In a deductive argument, the author presents a thesis and then attempts to support it. In an inductive argument, the model is reversed. The evidence is examined, and then a conclusion is reached. Identify each writer's use of inductive and deductive reasoning to support his positions. Why does each author structure his argument this way? Cite textual evidence in your answer.

Refuting an Argument

To refute an existing argument, authors rely on a variety of strategies of **refutation**. These strategies often "attack" different elements of an opponent's position. Some of the most common "attacks" include:

- **attack on a claim:** a big-picture attack focusing on the writer's overall position
- **attack on reasoning:** Does the evidence the writer uses logically support his or her conclusions?
- **attack on evidence:** Is the evidence timely, accurate, and unbiased? Is there counter-evidence?
- **Attack on assumption:** What does the writer assume to be true, and is that assumption accurate? (A writer's assumptions are often unstated.)

Check Your Understanding

In the following graphic organizer, practice refuting elements adapted from George A. Krinsky's article "The Role of the Media in a Democracy" from Activity 3.2.

412

Element	Your Refutation or "Attack"
Claim: In the age of technology, the media is still an essential part of a self-governing society.	The Internet simply provides access to a lot of information that isn't traditionally considered news and doesn't necessarily help users understand ideas.
Reasoning: People's fascination with Britney Spears shows that celebrity news is more important than traditional news.	The level of interest in a topic does not measure its newsworthiness.
Evidence: People who use Facebook are producers of news.	Most people only use Facebook as a social network.
Assumption: Everyone has access to a source of news.	Many people lack access to newspapers, much less computers.

My Notes

17 Guide students through the process of distinguishing between inductive and deductive reasoning. Discuss the elements of each, and ask students for examples of how each method supports the conclusion drawn.

18 Review the strategies for refuting an argument. Have students brainstorm examples for each list "attack."

19 Be sure students understand that Potter makes many attacks on Sunstein's assumptions toward the end of his editorial. For example:

- He critiques Sunstein's assumption that the Internet causes (rather than reflects) group polarization
- Potter attacks the assumption that the newspaper is more objective than Internet sources.
- He challenges Sunstein's assumption that most online users seek out one-sided information.
- Potter suggests that Sunstein's central assumption about users is flawed, though he provides no evidence.

20 Ask students to read and apply their knowledge of refutation by completing the **graphic organizer** for the Check Your Understanding task. The purpose here is to have students understand the nature of refutation based on attacking certain elements of the argument. Example responses have been provided, but answers vary, as long as students understand how to refute.

ACTIVITY 3.4 continued

21 To help students analyze how they approach reading news sources, have them complete the Independent Reading Link.

22 Allow students time to respond to the writing prompt.

ASSESS

Review students' **graphic organizers** for the Check Your Understanding task. Ensure that each refutation is relevant, timely, and logical.

Use students' responses to the writing prompt to assess their ability to identify strategies of refutation, a skill they will need for the upcoming Embedded Assessment.

ADAPT

If students need additional help thinking of refutations, provide pairs or small groups with sentence frames:

- *In the age of technology, media combines _____, which _____.*
- *Interest in popular culture does not necessarily mean _____.*
- *As a producer of news, social media _____.*
- *Many people do not have _____ because _____.*

If students are having difficulty writing the essay, have them complete outline frames:

- *To refute Sunstein, Potter uses these strategies: _____.*
- *Potter uses faulty reasoning when he _____.*
- *This strategy is effective (ineffective) because _____.*
- *Potter's argument is effective (ineffective) because _____.*

The Newspaper Debate

ACTIVITY 3.4 continued

INDEPENDENT READING LINK

Read and Connect

As you read daily from your self-selected news source, do you find yourself creating a kind of "Daily Me" by fully reading only those stories that support your personal interests or beliefs, or do you find yourself reading stories on a variety of topics and with varying viewpoints? Why are you employing this approach? Discuss your ideas with a partner.

My Notes

Explain How an Argument Persuades

Potter writes for the purpose of refuting Sunstein. Write an essay that explains the strategies of refutation Potter uses in this response. Do you find these strategies effective or ineffective and why? Be sure to:

- Introduce a topic statement that identifies the strategies.
- Develop the topic by selecting significant examples, including false statements or faulty reasoning, in Potter's text.
- Provide a concluding statement that follows from the analysis you have presented.

write a paragraph that analyzes effectiveness of refutation. Refer to student chart on pg 215

Learning Targets

- Access prior knowledge about objectivity and subjectivity.
- Analyze a news story for evidence of bias.

Examining Bias

We tend to think that news articles are **objective**, which means they are based on factual information. However, all news reports are to some extent **subjective**—or based on feelings or opinions—because they represent the reporter’s analysis of the information surrounding the story’s topic. Close analysis of the text’s content, structure, and publication context can reveal subtle indications of **bias** in terms of how the writer frames the issue.

You will be assigned one of the following six types of bias. In your small group, paraphrase the explanation for your assigned type of bias. Next, generate several guiding questions you can use to discern whether your assigned type of bias is present in a given text.

Types of Bias

A. BIAS THROUGH SELECTION AND OMISSION

- An editor can express a bias by choosing to use or not to use a specific news item. For example, the editor might believe that advertisers want younger readers—they spend more money. Therefore, news of specific interest to old people will be ignored.
- Within a given story, details can be ignored or included to give readers or viewers a different opinion about the events reported. If, during a speech, a few people boo, the reaction can be described as “remarks greeted by jeers.” Or the people jeering can be dismissed as “a handful of dissidents ...” or perhaps not even be mentioned.
- Bias through the omission of stories or details is very difficult to detect. Only by comparing news reports from a wide variety of outlets can this form of bias be observed.
- Bias in local news coverage can be found by comparing reports of the same event as treated in different papers.

B. BIAS THROUGH PLACEMENT

- Readers of papers judge first-page stories to be more significant than those buried in the back. Television and radio newscasts run the most important stories first and leave the less significant to later. Where a story is placed, therefore, influences what a reader or viewer thinks about its importance and suggests the editor’s evaluation of its importance.
For example, a local editor might campaign against handgun ownership by giving prominent space to every shooting with a handgun and gun-related accident in his or her paper.
- Some murders and robberies receive front-page attention, while others receive only a mention on page 20.

LEARNING STRATEGIES:
Paraphrasing, Quickwrite,
Marking the Text, Think
Aloud, Think-Pair-Share

ACADEMIC VOCABULARY
Bias is a slanted attitude
of either preferring or
disliking something.

My Notes

Follow
Teach
steps
1, 2, 3
If students
are ready
Create a
powerpoint
with examples
of each
Then have
jigsaw the
collection
of questions
steps 2+3

PLAN

Materials: a class set of newspaper and/or access to online news sources
Suggested Pacing: 2 50-minute classes

TEACH

1 Review the Academic Vocabulary box with students. Provide the following list of terms. Using classroom resources and prior knowledge, have students define and identify connections between these terms: *objectivity, subjectivity, bias, propaganda, opinion, perspective, prejudice, point of view, slant, and spin*. These words could be part of a class Word Wall.

2 Introduce students to the various ways that bias may be created. Explain that these techniques may not apply to all information in all situations, but students should always be aware of them when reading newspapers or news magazines (or watching TV/online news). Have students work their groups to **paraphrase** the explanation of their type of bias. Next, each group should generate several guiding questions they can use to discern whether their type of bias is present in a text. They should record their questions in the grid following the types of bias.

COMMON CORE STATE STANDARDS

Focus Standards:

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including

whether the structure makes points clear, convincing, and engaging.

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a: Introduce precise, knowledgeable claim(s), establish the significance of opposing claims, and create an organization that establishes clear the claim(s), distinguish the claim(s) from alternate or opposing claims,

ACTIVITY 3.5 continued

3 Jigsaw the students, having each group member **paraphrase** his or her assigned bias and explain the guiding questions to the new group's members. Students should compile the guiding questions for each type of bias in their own **graphic organizers** as they share.

ACTIVITY 3.5 continued

My Notes

News or Views: A Closer Look

- Similarly, where information appears *within* an article may also reveal evidence of bias. Because most readers only read the first few paragraphs of any given article, burying information at the end may work to suppress a particular point of view or piece of information, while placing it at the beginning emphasizes it. The opposite might be true, though; the end could reveal the writer's closing thought (and thus his or her personal bias) on the issue.

C. BIAS BY HEADLINE

- Many people read only the headline of a news item. In addition, most people scan nearly all the headlines in a newspaper. As a result, headlines are the most-read part of a paper. They can summarize as well as present carefully hidden biases and prejudices. They can convey excitement where little exists, they can express approval or condemnation, and they can steer public opinion.

D. BIAS BY PHOTOS, CAPTIONS, AND CAMERA ANGLES

- Some pictures flatter a person; others make the person look unpleasant. A paper can choose photos to influence opinion about, for example, a candidate for election. Television can show film or videotape that praises or condemns. The choice of which visual images to display is extremely important. Newspapers run captions that are also potential sources of bias and opinion.

E. BIAS THROUGH STATISTICS AND CROWD COUNTS

- To make a disaster seem more spectacular (and therefore worthy of reading), numbers can be inflated. "One hundred injured in train wreck" is more powerful than "Passengers injured in train wreck."
- Crowd counts are notoriously inaccurate and often reflect the opinion of the person doing the counting. A reporter, event sponsor, or police officer might estimate a crowd at several thousand if he or she agrees with the purpose of the assembly—or a much smaller number if he or she is critical of the crowd's purposes or beliefs. News magazines use specific numbers to enhance believability.

F. BIAS BY SOURCE CONTROL

- To detect bias, always consider where a news item "comes from." Is the information supplied by a reporter, by an eyewitness, by police or fire officials, by executives, by elected or appointed government officials? Each might have a particular bias that is presented in the story.
- Puff pieces are supplied to media outlets by companies or public relations directors—and even sometimes by the government (directly or through press conferences). The term *puff piece* comes from the word *puffery*, which means "overly flattering words about a topic." For example, the Avocado Growers Association might send a press release in the form of a news story telling of a doctor who claims that avocados are healthy and should be eaten by all. A food company might supply recipes for a newspaper's food section that recommends use of its products in the recipes. A country's tourist bureau will supply a glowing story, complete with pictures of a pleasant vacation. Recently, even government agencies have sometimes issued such releases.

COMMON CORE STATE STANDARDS

relationships among claim(s), counterclaims, reasons, and evidence.

W.11–12.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11–12.7: Conduct short as well as more sustained research projects to answer a

question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Additional Standards Addressed:

RI.11–12.3; RI.11–12.4; RI.11–12.6;
RI.11–12.10; W.11–12.4; W.11–12.10;
SL.11–12.1a; SL.11–12.1b; L.11–12.6

- A pseudo-event is some event (demonstration, sit-in, ribbon cutting, speech, ceremony, ground breaking, etc.) that takes place primarily to gain news coverage.
- Similarly, the question of who is quoted in an article can point to bias. Be sure to consider who is quoted, what the quote seems to reveal or imply (negatively or positively) about the position, who is merely paraphrased, and what perspectives are unrepresented or remain silent in the article.

My Notes

Identifying Bias

1. Use the following graphic organizer to keep track of examples of the guiding questions each group developed for identifying bias. Then apply those questions to a sample newspaper article or online news source.

Bias Type	Guiding Questions	Examples
Bias Through Selection and Omission	Have they left out important details that might change our perspective?	
Bias Through Placement	Have they placed information at the end of a page or end of an article to de-emphasize it?	
Bias by Headline	Does the headline express approval or condemnation?	
Bias by Photos, Captions, and Camera Angles	Do pictures show the subject in a flattering/unflattering way?	
Bias Through Statistics and Crowd Counts	Do numbers seem emphasized or downplayed?	
Bias by Source Control	Who gets to speak, and who is only paraphrased?	

→ Instead of Teacher Step 4.
 Have students keep this in a notebook to use with the articles throughout the rest of the unit to populate the chart with examples

ACTIVITY 3.5 continued

5 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand the instructions for annotation.

6 FIRST READ: To prepare students to read the article “Facebook Photos Sting Minnesota High School Students,” think aloud to model how to analyze potential bias:

- Discuss the connotations of the title word *sting*.
- Discuss whether the first paragraph or lead grabs your attention and makes you want to continue reading. How does this lead accomplish or fail to accomplish this task?

Text Complexity

Overall: Complex

Lexile: 1240L

Qualitative: Moderate Difficulty

Task: Challenging (Evaluate)

7 Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small-group reading
- read aloud

8 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating text that answers guiding questions regarding bias. Evaluate whether the selected reading mode is effective.

9 Based on the observations you make during the first reading, you may want to adjust the reading mode. For example, you may decide for the second reading to group students differently.

ACTIVITY 3.5 continued

News or Views: A Closer Look

My Notes

Have students use chart on pg 219 to list types of bias used in the article

perception: impression

arbitrary: unfair or unreasonable

Preview

While editorials openly present opinions, newspaper articles may appear objective until carefully examined for evidence that reveals a more subjective agenda. Now you will read a news story and try to identify bias.

Setting a Purpose for Reading

- Underline any text that answers one of the guiding questions your class generated.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Article

Facebook Photos **Sting** Minnesota High School Students

The Associated Press

1 EDEN PRAIRIE, Minn. — For 16-year-old Nick Laurent, walking out of Eden Prairie High School yesterday to protest the school’s punishment of students seen partying on Facebook pages was about asking administrators to be fair.

2 More than a dozen students joined Laurent after learning of the walkout from fliers the junior handed out the day before. The students said school administrators overreacted to the **perception** that students in the photos were drinking.

3 “It’s the loudest thing we could do,” said Laurent, who organized the walkout but said he wasn’t one of the students in the photos.

4 Laurent tried to make his point by passing out red plastic cups that were similar to those seen in some of the photos. He noted that it was impossible to see what was inside the cups, so administrators couldn’t prove that students were drinking.

5 Laurent agreed that athletes and other students who sign a code of conduct to be involved in activities should face consequences if they break the rule against drinking alcohol. But he said the punishments were too harsh.

6 “They don’t have (the) support of the students to hand out **arbitrary** punishments and punishments that don’t fit the crime,” he said.

7 Once the photos on the social-networking Web site came to the attention of administrators, 42 students were interviewed and 13 face some discipline over the pictures, school officials said.

8 School officials haven’t said how the students were disciplined, but Minnesota State High School League penalties start with a two-game suspension for the first violation. Laurent and other students said they knew of classmates who were banned from their sports teams for five weeks.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

2. Craft and Structure (RI.11–12.6) In the opening paragraphs, what is the effect of focusing on Nick Laurent rather than focusing on the punished students, their parents, or the administration? What is Laurent’s involvement in the events depicted on Facebook? Why is he concerned about the issue? How is his point of view different from that of a punished student or one of the parents or administrators?

TEACHER TO TEACHER

As a news story, this article can help students recognize how to use sources effectively, even in research papers. Remind them of these principles in quoting sources:

- Using a combination of quotation marks, paraphrases, and narration or commentary makes ideas easy to follow. This news story opens with two paragraphs of narration before quoting student Nick Laurent.
- Paraphrases speed the story along and keep the reader focused on the important details. The first time the school principal, Conn McCartan, is mentioned as a source is in paragraph 9. His words are paraphrased in paragraph 10 before being indirectly quoted (from an email to student families, not from a statement made to the reporter) in paragraph 11.

9 Principal Conn McCartan did not return a call seeking comment on the walkout, but students said they expected they'd be punished.

10 In earlier statements, the school's principal said school officials did not seek out the pictures. But he didn't say who gave the school the photos.

11 "We do not go out looking at student social networking sites. We do however take action when we are given legitimate information about school or Minnesota State High School League violations," McCartan said in an e-mail to families of his students.

12 McCartan said interviews with students suggested, however, that the pictures might have been posted on such sites, and warned of the dangers.

13 "These sites are not private places," he wrote. "Their content forms a permanent and public record of conversations and pictures."

14 In an e-mail to parents and guardians, Superintendent Melissa Krull said, "We are not legally at liberty to discuss further details of this investigation."

15 Fourteen-year-old Ali Saley said cutting class for the cause was worth it. She held signs such as, "They walk or we do," in solidarity with the students who were punished. A few cars honked in support of the students as they gathered on a footbridge over the road in front of the school.

16 The Eden Prairie High School students who got into trouble ran afoul of a new reality: digital cameras and social networking sites make the entire world a public space.

17 It's becoming increasingly common for schools and potential employers to check social networking sites such as Facebook and MySpace, and to penalize kids or other people for what they find, said William McGeeveran, a professor at the University of Minnesota Law School and an expert on data privacy.

18 "Facebook is largely a public space. Users don't always perceive it that way, but that's what it is," McGeeveran said.

19 Even when young people are cautious about what they put on the pages, he said, friends or acquaintances can post pictures of them in questionable situations without their knowing about it.

20 McGeeveran cited research by the Pew Internet & American Life Project that suggested most teens were aware of the risks of posting personal information on the Internet. A report issued last month found that most teens restrict access to their posted photos and videos at least some of the time, and that few consistently share them without any restrictions.

21 "But some students are still foolish about what they put on their pages," he said.

22 Eden Prairie High School has about 3,300 students, and Facebook lists about 2,800 members in its network for the school, including more than 500 from the current senior class. A spot check on Jan. 9 showed that some had posted dozens and even hundreds of pictures of themselves and their friends. However, most members used a privacy setting to limit access to their profiles to friends and other authorized people.

23 Schools in Minnesota have limited ability to regulate the conduct of students after hours. When students participate in sports or certain fine-arts activities, however, they must agree in writing to abide by the long-standing rules of the Minnesota State High School League, which prohibit the use of alcohol, tobacco and controlled substances, even over the summer.

My Notes

legitimate: real or true

solidarity: togetherness

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

3. Craft and Structure (RI.11–12.5) How does the reporter structure the article to present through Laurent the central idea that students are being punished unfairly? What opinions about the punishment does Laurent express? What is the effect of the placement of these opinions within the structure of the article? What kind of evidence do "Laurent and other students" provide about the punishments?

4. Craft and Structure (RI.11–12.4) In paragraph 15, how do students use two meanings of walk in their sign, "They walk or we do"? What is the effect of this parallel structure? Whom does "They" on the sign refer to? How could this "they" walk away from the current situation? How might the students holding signs walk in protest? How might a sign written this way get the attention of the person reading it?

ACTIVITY 3.5 continued

10 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

11 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

12 To guide students through the Check Your Understanding task, ask the following questions:

- To what degree is the article's coverage of the issue biased?
- Does this bias undermine the credibility of the article? Why or why not?
- Do you personally identify with the perspective the article seems to endorse?
- How does this identification influence your evaluation?

ACTIVITY 3.5 continued

My Notes

ubiquitous: ever-present

News or Views: A Closer Look

24 League spokesman Howard Voigt noted that parents must sign the forms, too, certifying that they understand the rules and penalties. Still, he said, complaints are common.

25 "We run into that all the time here—parents call and accuse us of being too hard on their kid," he said.

26 Voigt said there had been several cases of students' running afoul of league rules because of potential violations posted on social-networking sites.

27 It's not safe for kids to assume what they do in small groups won't be broadcast to the entire world, McGeveran said.

28 "I don't think most of us would have liked to have lived our teen years in an era of ubiquitous camera phones and social networking," he said. "It really changes the perception of what places are private and which ones aren't."

Second Read

- Reread the article to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

2. Craft and Structure: In the opening paragraphs, what is the effect of focusing on Nick Laurent rather than focusing on the punished students, their parents, or the administration?

Focusing on Laurent makes the article seem more objective because he is not personally involved in the incident. RI.11–12.6

3. Craft and Structure: How does the reporter structure the article to present through Laurent the central idea that students are being punished unfairly?

Laurent's opinions that the punishments are "too harsh," "arbitrary," and "don't fit the crime" are featured early in the article, giving them more weight. He and other students know of classmates who receive relatively harsh punishments, but no specific evidence or details are provided. RI.11–12.5

4. Craft and Structure: In paragraph 15, how do students use two meanings of *walk* in their sign, "They walk or we do"? What is the effect of this parallel structure?

"They walk" asks that the students in question escape without punishment. The implied usage "or we [walk]" threatens that the protesting students will walk out, of school presumably, if their demand is not met. This structure makes readers think carefully about the sign's message. RI.11–12.4

5. Key Ideas and Details: How does the information provided by expert William McGeveran in paragraphs 17 through 21 and paragraphs 27 and 28 develop the central idea that social media sites are not private places?

McGeveran reinforces the idea by stating Facebook is "largely a public space." He cites research that most teens are aware of the risks but says a few "are still foolish." At the end of the article, he warns that kids cannot assume what they do in small groups "won't be broadcast to the entire world." RI.11–12.3

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

5. Key Ideas and Details (RI.11–12.3) How does the information provided by expert William McGeveran in paragraphs 17 through 21 and paragraphs 27 and 28 develop the central idea that social media sites are not private places? How does McGeveran describe Facebook? What research does he cite? What warning does he give near the end of the article?

Check Your Understanding

Evaluate this article as a source of credible information. Did you find bias in this article, or is it objective? Explain. *using the chart on p. 219 as a reference.*



INDEPENDENT READING LINK

Read and Discuss
Review several stories in your self-selected news source. Find examples of at least two types of bias. Share these examples with your peers. Explain how each example exemplifies the bias.

Writing to Sources: Explanatory Writing Prompt

With a partner, identify a timely and debatable issue of significance to your school, local, or national community. Write a short informational article about the issue. Choose two to three informational articles to use as sources. Be sure to:

basis for rubric

- Introduce a topic statement that states the issue and your view on its significance.
- Develop the topic by selecting direct quotations, specific examples, and concrete details from source texts.
- Use varied transitions and sentence construction to show the relationships among ideas.

Instead of partnership, use this as a CFA where students work in groups. This will be the 1st product for Embedded Assessment. Add a day at least for this.

Need rubric

My Notes

Add to rubric

- objective tone*
- vetted sources used for credibility (see CARS tool credibility accuracy reliability)*

13 In response to the writing prompt, ask student pairs to use three-column charts to brainstorm potential timely and debatable issues of school, local, and nation significance. Because this assignment is an important practical opportunity for students for EA 1, have them use the EA 1 Scoring Guide when composing and revising their articles.

14 To give students practice with identifying bias in news sources, have them complete the Independent Reading Link.

ASSESS

Review students' evaluations for the Check Your Understanding task. Ensure that students have stated claims about the credibility of the article and supported them with reasons and evidence from the text.

Use students' responses to the writing prompt to assess their ability to write informatively rather than argumentatively. In this case students are not writing for or against their debatable issues. Rather, they should inform readers about the significance of the issue and provide relevant, objective details.

ADAPT

If students need additional help determining whether the article is biased or objective, have them fill out a **SOAPStone graphic organizer** for the article.

If students have difficulty choosing topics for their articles, have them review article requirements:

- What topics have your peers and/or families debated often?
- What topics do you feel most strongly about?
- What topics do you have the most thorough understanding of?
- What topics have received enough media coverage to provide you with many quotations, examples, and details?

Students may also use the traditional reporter's questions (*who, what, where, when, why, and how*) to guide their writing.