**Bradford L Wilson Jr**

**EDUC 5311**

**Dr. Garcia**

**Subject/Grade Level: Social Studies, 8th Grade**

**Standards:**

**TEKS: 113.20 (b) 29 D identify bias and points of view created by the historical context surrounding an event.**

**ELPS: 74.4 C (4) (D) use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.**

**CCRS: 74.6 II.B.4 Evaluate how major philosophical and intellectual concepts influence human behavior or identity.**

**Lesson Title/Topic: Identifying Bias**

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| **Learning Target:**  **- students will discuss biases**  **- students will recognize bias and distinguish between the different types**  **- students will assess literature for bias** | **Assessment:**  **- provide definitions of bias**  **- recognize bias in a piece of literature**  **- indicate whether a recognized bias is implicit, explicit or confirmation** |

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| **Learning Objective:**  **- students will be able to recognize and distinguish among explicit, implicit and confirmation biases in an author’s writing at 80% accuracy rate.** |

**Lesson Cycle:**

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| **The teacher will:** | **The student will:** |
| **Hook: The Tag Game**  **- Teacher will ask for complete silence from the classroom while providing instructions for the Tag Game**  **- Inform class that there can be absolutely no communicating after instructions are given**  **- 1st iteration students will choose a pipe cleaner and form a bracelet and place the bracelet on their right wrist. After donning the bracelets the students will form groups without talking**  **After groups are formed allow students to discuss the nonverbal acts that they used to form the groups.**  **- 2nd iteration students will choose a paper streamer and wrap it around their left wrist. After donning the paper streamer the students will form new groups**  **Make notes about the groups formed in each iteration.**  **- Lead class into a discussion about the social categorization process** | **- Silently listen to the instructions**  **- Without communicating place pipe cleaner on wrist and form groups**  **When prompted discuss the nonverbal acts used to form the group.**  **- Without communicating place paper streamer around wrist and form new groups**  **- Participate in discussion on social categorization** |
| **Instructional Delivery (Teacher Input):**  **Remind students to pull out their key word journals.**  **Discussion:**  - What is fake news?  - How do you know when news is fake?  - Have you ever discovered that you believed fake news?  Ask for 2 volunteers. Each volunteer must make write down a piece of fake news about the other, and a piece of real news about themselves. The two will share them with the class. The class is allowed to ask 3 questions to help them determine if the news is real or fake.  **\*As instruction is provided, teacher will transition through PowerPoint slide with lecture points.**  **1. What is bias?**  **-** *Bias* is a tendency to believe that some people, ideas, etc., are better than others, unfair characterization of members of a group which often results in treating some people unfairly.  **Check on Learning:**  Is this bias? If so, why?  \* Claire was doing a project on whether or not the school lunch program provided enough food for hungry teenagers. She decided to interview the football team. (yes)  \*\* The principal wanted to know if school discipline procedures were fair. He asked only the students in the in-school suspension class. (yes)  **2. What is explicit bias?**  *- Explicit bias* refers to attitudes and beliefs (positive or negative) that we consciously or deliberately hold and express about a person or group.  **Check on Learning:**  \* What are some key words in recognizing explicit bias?  - conscious  - deliberate  **3. What is implicit bias?**  *- Implicit bias* includes attitudes and beliefs (positive or negative) about other people, ideas, issues, or institutions that occur outside of our conscious awareness and control, which affect our opinions and behavior.  **Discussion:**  \* Does everyone has implicit biases? Even people who try to remain objective (e.g., judges and journalists)? Can we work to combat and change these biases? How?  **Check on Learning**  \* Explicit and implicit biases can sometimes contradict each other. Evaluate the following scenarios for explicit or implicit biases.  Scenario 1: Two strangers wearing Dallas Cowboys jerseys embrace each other after a Dak Prescott touchdown. (explicit)  Scenario 2: You and a buddy are at a nightclub and they began to play unfamiliar music. You don’t recognize anyone in the club and you began to feel uncomfortable. (implicit)  **4. What is confirmation bias?**  **-** *Confirmation Bias,* or the selective collection of evidence, is our subconscious tendency to seek and interpret information and other evidence in ways that affirm our existing beliefs, ideas, expectations, and/or hypotheses. Therefore, confirmation bias is both affected by and feeds our implicit biases. It can be most entrenched around beliefs and ideas that we are strongly attached to or that provoke a strong emotional response.  **Check on Learning:**  \* What are some key words in recognizing confirmation bias?  - selective  - collection of evidence  \*\*To prove we have the greatest economy in US History the economist charts the unemployment rates in America by year and month.  - What other ways are there to measure the economy?  **And action!**  Divide the class into 3 groups. Provide each group a note with confirmation bias, explicit bias, and implicit bias. Each group must act out an improve scene of the bias. | **(Student Input):**  **Pull out key word journal and review words for the day.**  **Discussion:**  - Students participate in discussion when recognized by the teacher.  Real News or Fake News?  \*During lecture students will write down the definitions from the graphics and then rewrite in their own words after discussion.  1. Students observe graphics.  Students respond to questions.  2. Students observe graphics.  Students respond to questions.  3. Students observe graphics.  **Discussion:**  - Students participate in discussion when recognized by the teacher.  Students respond to questions.  4. Students observe graphics.  Students respond to questions.  **And Action!**  Form into three groups. After receiving your topic from the instructor develop a scene showing the bias assigned to the group. |
| **Guided Practice: Bursting Bias**  **Provide each student with a deflated balloon that contains phrase written in tiny print. When the balloon is inflated the message will appear. The student will read the message out loud and decide if the message is bias or fact. If the message is bias the student will decide if the bias is implicit, explicit, or confirmation and burst the balloon. If the student thinks the message is fact they will keep the balloon intact. The teacher will allow the class to assist the student with their decision.** | **Will inflate the balloon issued to them by the teacher and read the message that appears. Evaluate the message and discern for fact, implicit bias, explicit bias, or confirmation bias. Burst the balloon if the message is bias and keep the balloon intact if the balloon is fact.** |
| **Independent Practice:**  **1. Provide each student with the worksheet containing 10 paragraphs of text. For each paragraph the student must circle one of the answer choices of implicit bias, explicit bias, confirmation bias, or fact.** | **1. Complete worksheets unassisted.** |
| **Closure: You’re stuck here until…**  **- teacher ask students to define one key word in their own words before they go out of the door. (for example: implicit, explicit, confirmation, fake news, bias)** | **- students provide original definition.** |

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| **Options:** |  |
| ***Modification:***  Students may partner up in groups of two’s and discuss each paragraph before answering on their own worksheets.  Students may request an audio recording of the 10 paragraphs being read and provided with headset. | ***Accommodation:***  Students may be given an answer sheet that provides two answer choices for each paragraph. |
| ***Enrichment:***  Students will view the “Defining Confirmation Bias.” After viewing the video the students will be provided the transcript. As a group the students will decide the characters and reenact the video for the class. | ***Reteach:***  1. Students will be given two different articles. One article from “The Wall Street Journal” and the other article from “The Guardian.” Both articles will cover the 3 most recent Democrat Party debates. Students will read both articles in the given time of 10 minutes.  Upon completion of reading the students will be divided into even group. Each group will be given a T-chart. The two facets on the chart will be bias and fact. 1 student will read portions of the article and the other members of the group will place the information in either the bias or fact categories. After each portion is read, the students will rotate through reading and determining placement on the T-chart.  2. Play the video “Can you Solve This?” Stop the video after the first five couples try to discover the rule. Ask the class if they can determine the rule. Have each student give 3 numbers they believe follow the rule and have them guess the rule.  Play remainder of the video. |