## Curriculum

<table>
<thead>
<tr>
<th>Unit</th>
<th>Novice Policy Debate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Time</td>
<td>60 Min</td>
</tr>
</tbody>
</table>

### Learning Objectives
- **SWBAT:**
  - Discuss media bias and coverage.
  - Identify and compare ways that bias can influence how evidence is presented and events are discussed.
  - Practice critical listening/watching of a political event.

### Learning Standards
- **College and Career Readiness Anchor Standards**
  - Update

### Teacher Preparation
- Watch coverage of the political event you assigned to students. It’s not necessary to view every option you assigned but having some context for text v. radio v. TV coverage will help guide the conversation.
- Plan for any unforeseen comments that may make the lesson difficult or need additional explanation.

### Resources and Materials
- A text related to the course for the applications to debate discussion.

### Check-In

1. **Do Now (5 min)** In five minutes or less sketch your reaction to the coverage you watched.
2. **Transition (5 min)** Last time we spoke about political cartoons and media bias. Have two or three students share what they sketched and why. Ask what that reveals about the coverage they watched or their own biases.
3. **Small group work (15 min)** Break into small groups so everyone who watched the same thing are together. Give them 10 minutes to discuss what they found and learned. Then have them share with the broader group for the final 5 minutes.
4. **Transition (5 min)** Explain that these biases are not unique to political coverage. They also apply to other materials we read and watch. You're going to take the information you have now about these sources and apply them to one of our texts: <insert your text here>.
5. **Small group work (15 min)** Have students discuss their text concentrating on sources and bias in the coverage. They should highlight examples to share. If there is time they should use that information to inform the types of questions they might ask when reading other texts.
6. **Wrap Up (5 min)** Have students share one question they came up with that they will look for when reading evidence that they were not aware of previously. Ask them how that may apply to other media (video, text, radio) as well.

### Formative Assessment

### Check-Out

### Instructor Notes