



Curriculum		Novice Policy Debate	
Unit	Any	Lesson	Media Literacy and Political Debates
Instructional Time	60 Min		
Learning Objectives	SWBAT: <ul style="list-style-type: none"> <li>▪ Discuss media bias and coverage.</li> <li>▪ Identify ways that bias can influence how evidence is presented and events are discussed.</li> <li>▪ Practice critical listening/watching of a political event.</li> </ul>		
Learning Standards	College and Career Readiness Anchor Standards <ul style="list-style-type: none"> <li>▪ Update</li> </ul>		
Teacher Preparation	<ul style="list-style-type: none"> <li>▪ Identify a short clip that demonstrates media bias in coverage. I've provided links to brief versions of Obama's victory in 2012, however many other events could be used. The point is to include: one clip from <a href="#">CNN</a>, one from <a href="#">Fox</a>, one from <a href="#">MSNBC</a> (watch to minute 11:55), one that is either audio and text, (like <a href="#">NPR</a>) or one that is text only, like a transcript.</li> <li>▪ Make copies of the media literacy worksheet. Each student will need 2 worksheets. One for the in practice activity and one for their debate watch assignment.</li> </ul>		
Resources and Materials	<ul style="list-style-type: none"> <li>▪ Media literacy worksheet</li> <li>▪ At least 4 different devices that can play audio and video (these could be laptops or tablets).</li> <li>▪ Source quality PowerPoint</li> <li>▪ Political cartoons</li> </ul>		
Check-In			
Lesson Activities	<ol style="list-style-type: none"> <li>1. Do Now (5 min) Political cartoons do now. Show the Dr. Seuss political cartoons (or others) give students 2 minutes to instantly react to the cartoons and record their thoughts. Have one or two students quickly volunteer their thoughts.</li> <li>2. Transition (5 min) Explain that the cartoon medium allows people to advocate for a particular position visually, often through exaggeration. Introduce the concept of bias and ask students if they notice bias in the cartoons.</li> <li>3. Mini-lecture (10 min) Discuss bias and sources. Show students the source quality scale OR draw one on the board. Discuss the difference between peer review, edited journals, newspapers, online blogs and magazines and the comments section. Map out different sources according to quality.</li> <li>4. Activity (20 min) In groups of 3-5 students will watch one of 4 clips with their media literacy worksheets. They should take notes and discuss the takeaways they got from the piece. Each group will need one person to share their findings.</li> <li>5. Discussion (15 min) Each group should share their takeaways from the activity and discuss how editing and coverage decisions color media. Be sure they note elements like chyrons, wording choices, and other elements of the broadcast.</li> <li>6. Wrap Up (5 min) Assign students randomly to watch coverage of the next national political debate or the state of the union. They will need to watch the event AND 30 minutes of coverage on different networks/newspapers. They should take notes and be prepared to discuss coverage and editorial decisions between networks and other media outlets.</li> </ol>		
Formative Assessment			
Check-Out	<ul style="list-style-type: none"> <li>▪</li> </ul>		



*Instructor  
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