These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district.

**Media Literacy Through Informational Writing**

This ten-lesson mini unit introduces students to critical analysis through informational writing. This unit emphasizes information literacy skills through the study of digital media and the analysis of information for accuracy and purpose. Students will actively engage with a variety of information media platforms, and they will write descriptions and analysis that demonstrate critical thinking skills. At the conclusion of the unit, students will use what they have learned to create an infographic, along with a detailed analysis of their own work.

**Lesson Two: Bias & Information**

In this lesson, students will learn about confirmation bias and how it affects what information individuals choose to consume and ultimately, believe. Students will produce written responses that show an understanding of the information that they have read and discussed.

**NOTE:** This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
### Learning Targets

**I can write a complex response to an article that describes it, provides evidence, and contains a conclusion that follows from the information given.**

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
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</table>
|                  | • Writer’s Notebook Response  
|                  | • Ticket-out-the-Door    | Infographic with accompanying analysis (framed by Lesson Nine Research Guide) |
|                  |                         | Infographic Rubric |

### Standard Alignment

**Standard(s):**

**ELAGSE6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style.
6. Provide a concluding statement or section that follows from the information or explanation presented.

**WIDA English Language Development Standards for English learners (ELs):**

Teachers of ELs are encouraged to use the resources in the [WIDA English Language Development Standards Framework, 2020 Edition](#) to design language expectations (p.28) specific to the GSE. Examples of the English language needed to support informational writing can be found on pp. 186-187.
Instructional Design

For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Unit Overview.

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, intentionally taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

Materials

Teacher—computer, projector, Internet access, a free Adobe Creative Cloud account or Canva for Education account could be created at this time for the students’ cumulative project (information guide), The Most Common Cognitive Bias (Veritasium, 2014), Defining Confirmation Bias video (Facing History, 2021), Defining Confirmation Bias Video Transcript (Facing History, 2021)

Students—handout, computer/device, Internet access, Article PDF, Informational Writing: Lesson Two Handout (Unplugged)

Disclaimer: The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of the Remote Learning Plan units. Any use of books, resources, websites, programs, products and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.
Engage

Opening:

Synchronous/Asynchronous

- Show the following video (without really telling students what it is about): The Most Common Cognitive Bias (Veritasium, 2014). EBP: Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).
  - Debrief. What do they think about that experiment? Would they have done the same thing?
  - You could even pause the video (around 1:10) and let students make their guesses/predictions AND explain their thinking. You could do this a few times throughout the beginning of the lesson as more people guess and fail (hypothetically following the same type of pattern as demonstrated in the video where people continue to name number sequences following their own suspected “rule”).
- Introduce the lesson topic—Today we will be learning about confirmation bias and how we all filter what they see and hear through our biases, usually we are not even aware that we are doing it.
- Show the Defining Confirmation Bias video (Facing History, 2021)
  - Defining Confirmation Bias Video Transcript (Facing History, 2021)
EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008).

Unplugged/Offline

1. Have students complete Part I of the Informational Writing: Lesson Two Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Explore

Synchronous/Asynchronous

- Discussion: Based on what we saw, how does confirmation bias affect how we react to and interact with information?
- Show a picture of the cartoon wolf and lead a discussion. For an asynchronous environment, you could perhaps have students post their responses on a Jamboard.
What are some characteristics of the Big Bad Wolf?
- He’s not exactly a good guy, and he certainly is not helpful.
- Can anyone think of some good things that real wolves do?

Unplugged/Offline
1. Have students complete Part II of the Informational Writing: Lesson Two Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Apply
Synchronous/Asynchronous
Students should read the article: How to Use Online Sources to Challenge Bias and Expand Perspectives (Graves, 2017) and write about the article in their Writer’s Notebooks by answering the questions below. EBP: Ask deep explanatory questions. [Strong Evidence] (Pashler et al., 2007)

Article PDF Version (Graves, 2017)
• How does the article’s author say that wolves are most often described?
• What happened when wolves were reintroduced to Yellowstone National Park?
• What point is the author trying to make by telling about the wolves in stories and the positive
difference they made in the park?
• What does the author say that students need to hear?

Unplugged/Offline
1. Have students complete Part III of the Informational Writing: Lesson Two Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Reflect

Synchronous/Asynchronous
Ticket out the door:

• Three things that they have learned from this lesson.
• Two questions that they still have.
• One aspect of class or the text that they enjoyed.

Unplugged/Offline
1. Have students complete Part IV of the Informational Writing: Lesson Two Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Evidence of Student Success

Formative Assessment
Assess through the class discussion if students understand the term “confirmation bias.” EBP: Provide explicit vocabulary instruction. [Strong Evidence] (Kamil et al., 2008).

Assess through the class discussion and written evidence if students understand the term confirmation bias and if they see how bias affects how we consume information (Writer’s Notebook and Ticket-out-the-Door).
“More of What’s Meaningful”: Formative Assessments (Serravallo, 2013)

Formative assessment can occur in two ways:

- Conferring [Guidance: Tips for Conferring to Maximize Student Engage]
  - “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” (Serravallo, 2018)
- Sharing [“How to Create an Inclusive Virtual Classroom” (Kern, 2020)]
  - “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)

Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies are designed to support students who are either struggling to meet this lesson’s learning target and/or are exceeding and would benefit from enrichment.

Supports/Scaffolding

- **Conceptual Processing:** Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.
- **Language:** Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [EBP: Explicit vocabulary instruction [strong] (Kamil, et al., 2008)].
- **Visual-spatial Processing:** Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore concepts of power and communicate ideas.
- **Organization:** Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.
- **Memory:** Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.

**Scaffolds for Specific Lesson:**

The teacher may need to give examples of personal biases and suggest ways that they may affect how individuals’ attitudes about news information.

**Supports for English learners:**

- Suggestions for this lesson include but are not limited to:
  - Subtitles are available in 22 languages for the opening engagement video: The Most Common Cognitive Bias (Veritasium, 2014)
• Educators may find it valuable to review **WIDA’s Proficiency Level Descriptors** (pp. 210-211) when planning for differentiation based on students’ levels of English proficiency.

• Teachers of ELs are encouraged to incorporate **high leverage practices** for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable **GO TO Strategies** (Levine et al., 2013).

**Acceleration/Extension**

**Standard (if different):**

**ELAGSE6SL2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**ELAGSE6SL5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Acceleration/Extension Activity:**

• Pieces of this [**KQED lesson plan**](#) (Roberson, 2017) can be utilized to accelerate and enrich the study of confirmation bias, including the breakdown of different sub-types of bias.

• [**Confirmation Bias-Types Recognition Quiz**](#) (Green & Roberson, 2017)

**EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence]** (Kamil et al., 2008); **EBP: Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence]** (Pashler et al., 2007).
Engaging Families

Aligning with your district's family engagement plan to facilitate the most meaningful way to work with your families should remain the focus. At the secondary level, much of the communication occurs with the student serving as a liaison.

FAMILY ENGAGEMENT:

- Encourage students to use the opening video from class (or to make their own rendition of it) to engage their families and perhaps share their epiphanies.
- **Engage families of English learners** by encouraging reading of bilingual informational texts (sample online resources for free bilingual books: [Unite for Literacy](https://www.uniteforliteracy.org), [Global Storybooks](https://globalstorybooks.net) (Knight, 2018). Families can also encourage writing at home ([English version](https) / [Spanish version](https)) with students (¡Colorín Colorado!, 2019).
References


