



CIVICS FOR YOUTH CHANGEMAKERS

DIGITAL MEDIA LITERACY UNIT

INTRODUCTION

Welcome to Generation Citizen's Digital Media Literacy Unit! This unit is designed to dovetail with **Generation Citizen's Civics for Youth Changemakers** curriculum, but it can be used by any educator interested in teaching the basics of digital media literacy to their middle or high school students.

HOW TO USE THIS UNIT

At Generation Citizen, we recommend:

1. Educators teach the four lessons consecutively.
2. Educators skip any content they have already covered (unless students would benefit from a review).
3. Generation Citizen partners implement this unit right before students engage with PAR.
 - a. CYC Lesson 11
 - b. 7.75 Lesson 6
4. Educators support students in engaging with this unit digitally, meaning no paper copies of student work. Because this is a digital media literacy unit, the lesson materials contain links to articles and videos for student analysis. Generation Citizen recommends students engage with this content the way it was designed to be, and that they are given the opportunity to show their thinking and learning digitally as well.
5. Educators implementing this unit in a social studies classroom reach out to their colleagues in the ELA department for guidance on what digital media literacy skills they have covered with students at your grade level and in previous grade levels. Whenever possible, educators should build on students' prior knowledge.

The digital media content featured in this unit is topical and will be updated annually. However, if educators find that an article or video is outdated or no longer relevant to students, we encourage them to find their own fitting replacement. Please check back regularly for updates.

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CIVICS FOR YOUTH CHANGEMAKERS

DIGITAL MEDIA LITERACY UNIT

ACKNOWLEDGEMENTS

This unit was built in collaboration with content from the [News Literacy Project](#). Generation Citizen recommends that any educator looking for more lesson plans and activity ideas related to digital media literacy for their students consider their excellent catalogue of materials. Generation Citizen also recommends that educators [sign up for their newsletter The Sift®](#), which delivers examples of trending misinformation and ideas for classroom discussion to teachers' email inboxes on Mondays during the school year. Thank you to NLP for your ongoing collaboration and support of Generation Citizen's teachers and students.

Generation Citizen would also like to extend a deep appreciation to Erika Howard, Kerri Furtado, Nicole Gangi, Jessica Lander, and Luke Maus for their thought partnership and feedback in the creation of these materials. Our teachers are our strength!

LOOKING FOR MORE?

Educators looking for high-quality digital sources of news media for use in their classrooms should consider [FRONTLINE](#) and [For the Record](#) by PBS.

DIGITAL MEDIA LITERACY LESSON 1: THE FREE PRESS

OVERVIEW

In this lesson, students will explore the freedoms guaranteed by the First Amendment with an emphasis on the freedom of the press. They will also work to develop proficiency with the vocabulary that will serve them throughout this unit, creating a series of Frayer Model organizers to serve as a reference point.

C3 COMPELLING AND SUPPORTING QUESTION

Compelling Question: How can young people use their voices and actions to shape decision-making in their community and transform power structures?

Supporting Question: What does it look like to be a critical consumer of information online, and why is it important that I be one?

OBJECTIVES AND PREPARATION

Content Objectives

Students will be able to...

- Identify and summarize five freedoms guaranteed by the First Amendment
- Explain why a free press is critical to our democracy and provide an example

Student will consider the following:

- **Civic Knowledge** - Students will understand the importance of the First Amendment in regards to their own rights and the rights of the media.
- **Civic Skills** - Students will engage in discussion regarding the importance of the free press. Students will also be asked to evaluate their own opinion(s).
- **Civic Values** - Students will explore the importance of the First Amendment's role in providing a check on those in power.

Language Objectives

Students will be able to...

- Use the terms *press*, *objective*, *bias*, *censor*, *credible*, *misinformation*, *disinformation*, and *journalism* in context

Optional Instructional Differentiation Strategies

- Depending on students' skills and the amount of time you have, feel free to omit the given definitions in the Vocabulary Jam Slide Deck and have them look them up on their own.

Agenda

- Do Now (10 mins)
 - Freedom of Speech
- Mini-Lesson (15 mins)
 - Vocabulary Jam
- Workshop (20 mins)
 - The First Amendment
- Wrapping Up (5 mins)
 - I Learned... I Wonder...

Materials

All lesson materials can be found at

connect.generationcitizen.org

- [Digital Media Literacy Unit Slide Deck](#)
- [Digital Media Literacy Student Handbook](#) (digital or paper copy for each student)
- [Digital Media Literacy Lesson 1 Vocabulary Jam Slide Deck](#) (digital or paper copy for each group)

Preparation Before Class

- Decide how you want students to engage with the Student Handbook for this lesson and Frayer Models during the Vocabulary Jam. You can post the Student Handbook and Vocabulary Jam slide deck on your school's LMS platform for students to access digitally, or you can print them.
- (Optional) Read up on what freedom of speech means and does not mean if you need a refresher. [Feel free to start here.](#)
- Decide where you want your Vocabulary Wall to be in your classroom. (It can be a digital wall that students reference on their devices if you prefer.)
- Ensure that you can play [this video](#) during the Workshop portion of the lesson.
- (Optional) Consider downloading [this free poster from the News Literacy Project](#) to reinforce today's lesson objectives.

LEARNING PLAN

DO NOW: FREEDOM OF SPEECH (10 MINUTES)

FACILITATE: As students enter, display the following instructions:

- Open your **DML Student Handbook** to Lesson 1: *The Free Press*
- Answer the reflection question: *What does the term **freedom of speech** mean to you? Even if you're not sure, provide a real-life example of what you think it is.*

Give students 5 minutes to free write.

DEBRIEF: Ask 1-2 students to share what they wrote. Explain that:

- **Freedom of speech is a person's right to say anything without being charged with a crime and brought to court based on their words.** The government (local, state, or federal) cannot prosecute them for stating their opinion, with a few exceptions...
- **Freedom of speech is NOT A person's right to say things that will:**
 - Incite (do or convince someone else to do) something illegal
 - Threaten violence
 - Defame (lie about) someone
 - Commit fraud (lie to make money) or perjury (lie in court)
- **Freedom of speech protects people in the eyes of the law. It does *not* protect a person's speech under all circumstances.** For example, if someone uses hate speech on a social media platform that prohibits it, their account can be closed because they violated the terms of use. This is because they are using a tool provided by a private company, not the government. **But** they cannot go to jail. Similarly, there are certain places where speech can be limited, like in school. School administrators have the right to create policies around students' speech while on school grounds.

Students may bring up cancel culture as a part of this discussion. Help them understand that cancel culture is an example of what is in the teal box labeled "Important." Freedom of speech does not protect a person from negative backlash to their words or statements from the general public; it merely protects them from being prosecuted by the law.

Explain to students that these are the protections for everyday people, and that we're going to learn more about what this means for the press, journalists, and the media in today's lesson.

Review the day's agenda.

MINI-LESSON: VOCABULARY JAM (15 MINUTES)

FRAME: Explain to students that:

- Before we can learn more about the First Amendment and hone our digital media literacy skills, we need to make sure we have some common language that we can use in class.
- To do that, we're going to use a graphic organizer tool called a Frayer Model to help us build understanding of our unit vocabulary words.
- We'll do the first one together, and then we'll break into groups to complete the words. Then, we'll put together a Vocabulary Wall that we can reference throughout the unit if we need a refresher.

Use the "Vocabulary Jam" slide to explain to students how a Frayer Model works. It starts with the vocab word in the center, and then they add a definition in the upper lefthand quadrant. Then they proceed to fill out the other quadrants in whatever order they choose.

Model the first word ("press") on the next slide. Ask students to predict each quadrant's content before revealing it. Ask them to copy down the content as they follow along in their slide deck (digital or paper copy).

Break students into 7 groups (or more). Give each group a vocabulary word and ask them to fill out their Vocabulary Jam Frayer Model organizer together. Give students 10 minutes to complete their model.

- **OBJECTIVE:** (adj.) based on facts alone and not personal feelings
- **BIAS:** (n.) prejudice in favor of or against one thing, person, or group compared with another
- **CENSOR:** (v.) to prevent something from being said or shared
- **CREDIBLE:** (adj.) believable due to being factual and trustworthy
- **MISINFORMATION:** (n.) false or inaccurate information
- **DISINFORMATION:** (n.) false or inaccurate information designed to confuse or mislead the audience
- **JOURNALISM:** (n.) the profession of writing or preparing the news for publication in newspapers, magazines, on TV, or online

Ask one representative from each group to share their Frayer Model with the class and add it to the Vocabulary Wall.

DEBRIEF: Ask students if they have any lingering questions about these vocabulary words.

WORKSHOP: THE FIRST AMENDMENT (20 MINUTES)

FRAME: Explain to students that:

- We're going to spend the rest of class talking about the First Amendment.
- We're going to start by doing a Read Aloud of the text of the First Amendment so that we can rephrase it in our own words.
- Then we're going to dive a little deeper into the freedoms it guarantees and why one is particularly important to our topic today.

Ask students to turn to the page titled “Workshop: The First Amendment” in their Student Handbooks. Ask them to use the organizer to annotate the text of the First Amendment by circling each of the 5 freedoms it protects and then rephrasing it in their own words. Ask one student to share their rephrase and type it into the slide deck.

As a class, watch the video on the freedom of the press. The Student Handbook contains a transcript with a glossary for students to follow along.

Ask students to Think and Write down some ideas in response to the following question in their Student Handbook: *Why do you think a free press is a right that the authors of the Constitution thought was so important that they put it in the very first amendment?*

After a few minutes, ask them to Think Write Pair Share with a partner.

DEBRIEF: Lead a discussion in which students share what they and their partners talked about. The main purpose is to emphasize that a free press functions to keep those in power (political and otherwise) in check. When the public is informed, it has influence, and it can take action. For example:

- Reaching out to elected officials
- Protesting
- Voting someone out of office
- Boycotting, etc.

WRAPPING UP: I LEARNED... I WONDER... (5 MINUTES)

FACILITATE: Display the following instructions:

- Look over your responses to the **Do Now** activity at the start of class.
- Turn to the **Reflection** activity in your Student Handbook.
- Take **5 minutes** to respond to the reflection questions:
 - Today I learned...
 - Now I wonder...

LESSON 1: THE FREE PRESS

DO NOW: FREEDOM OF SPEECH

DIRECTIONS Answer the following question:



What does the term **freedom of speech** mean to you?
Even if you're not sure, provide an example of what you think it is.

VOCABULARY JAM

DIRECTIONS Follow your teacher's directions on how to access the Frayer Model graphic organizer for your group (Google Slide or paper copy).

EVERYONE

DEFINITION			CHARACTERISTICS / PICTURE
EXAMPLES	PRESS		NON-EXAMPLES

WORKSHOP: THE FIRST AMENDMENT

DIRECTIONS Use the organizer below to annotate the First Amendment to the Constitution of the United States of America and identify which 5 freedoms it protects. Circle each of the 5 freedoms, and then rephrase the amendment in your own words.

“Congress shall make no law <u>respecting</u> an establishment of religion, or prohibiting the free <u>exercise thereof</u>; or <u>abridging</u> the freedom of speech, or the press; or the right of the people to <u>peaceably assemble</u>, and to petition the Government for a <u>redress of grievances</u>.”	TERMS TO KNOW <u>respecting</u>: about <u>exercise</u>: practice <u>thereof</u>: of it <u>abridging</u>: limiting <u>peaceably</u>: peacefully <u>assemble</u>: gather or get together in a group <u>redress</u>: address or make up for <u>grievances</u>: harms
In My Own Words:	

FREE OF THE PRESS IN THE UNITED STATES VIDEO TRANSCRIPT

Freedom of the Press in the United States Your Democracy ¹	TERMS TO KNOW
Have you heard the news? Our First Amendment gives the press the right to keep the <u>public</u> informed. That's a tough job for the press, to tell the truth about powerful people. It's been said that journalism is the first draft of history. Since freedom of the press is a constitutional right, journalists have a right to do their job and bring us the news. No matter if it's good or bad news, we the people have the right to be told. But where do the journalists get the information they share with us? Reports, interviews, and sometimes secret sources speak to reporters <u>in confidence</u>. But unlike lawyers and some doctors, whose conversations have legal protections to keep them <u>confidential</u>, most laws do not protect the relationship between a journalist and their source of information. That means a judge can demand to know who told the reporter the information. A judge can even hold a reporter in contempt of court, which means paying a <u>fine</u> or even going to jail if they don't <u>reveal</u> the source of their information. Journalists have always been under attack. Back in 1735, a journalist was the first reporter jailed for not revealing the source of his information. Even today, reporters can be put in jail for not telling how they got their information. That's a big deal. Sharing news is as old as gossip! Printing the news started over 500 years ago. Today, we get our news from TV, social media, newspapers, magazines, bulletins, blogs, the radio, on our phone, our laptops, or other platforms. News organizations report the news and also allow for various viewpoints to be shared through opinion pieces, editorials, and experts debating topics of the day. Reporters cover news in small towns and big cities, from arts to science, athletics and politics. In America, the news is as diverse as our communities. There was a time when major newspapers mainly covered wealthy people and their interests. So, every community started their own source of news beyond mainstream newspapers. Back in 1847, Frederick Douglass started <i>The North Star</i> newspaper to publish news about abolishing slavery. <i>The Suffragist</i> newspaper was started in 1913 to <u>advance</u> a woman's right to vote. What if someone doesn't like what the media has to say? Well, politicians and the press have been fighting since George Washington was president. There's a very famous case that took place during the Civil Rights Movement involving Rev. Dr. Martin Luther King, Jr. and Mr. L. B. Sullivan, the public safety	<u>public</u>: people <u>in confidence</u>: in secret <u>confidential</u>: secret <u>fine</u>: fee <u>reveal</u>: tell <u>advance</u>: support

¹ WHYY. (2023). Freedom of the Press in the United States. *YouTube*. <https://www.youtube.com/watch?v=sSERJ8xIEcQ>

commissioner in Montgomery, Alabama. Some ministers in Montgomery took out an ad in *The New York Times* titled “Heed Their Rising Voices.” It criticized the way police treated African Americans and college students, and especially Dr. Martin Luther King. Sullivan sued *The New York Times* and the ministers for libel in state court. He won a lot of money. Libel means what the newspaper published was false. This case of *New York Times v. Sullivan* went all the way to the United States Supreme Court. The Court ruled that *The New York Times* had a First Amendment right under freedom of the press to publish the ad, even though it had some mistakes in it. And politicians can only win a libel case if they can prove actual malice and reckless disregard for the truth. In other words, making simple mistakes is not enough. This case gave the press and the people the power to criticize public officials without being sued.

Let’s review! The First Amendment gives freedom of the press. Journalists have a constitutional right to do their job. They use sources for their stories, some of them secret. The press can keep us informed without fear of being sued because of *New York Times v. Sullivan*. Wow! That’s all for now! This is your democracy. Keep it strong.

heed: listen to

malice: negative or evil intentions
reckless: without caring about the consequences in a way that is dangerous

disregard: not caring about

THINK WRITE PAIR SHARE: Why do you think a free press is a right that the authors of the Constitution thought was so important that they put it in the very first amendment?

WRAP UP: I LEARNED... I WONDER...

DIRECTIONS Look over your response to the Do Now activity at the start of class. Answer the following prompts:

Today I learned...	Now I wonder...

DIGITAL MEDIA LITERACY LESSON 2: WHAT IS QUALITY JOURNALISM?

OVERVIEW

In this lesson, students will reflect on their instincts around internet credibility before exploring the Seven Standards of Quality Journalism. They will apply those standards to a *Boston Globe* news report in order to evaluate whether it meets the standards. Students will close out by committing to next steps to take as they consume content online.

NOTE: The Seven Standards of Quality Journalism and Credibility on TikTok criteria come from Generation Citizen's partner in the field, the News Literacy Project. We encourage teachers to visit their website <https://newslit.org/> for more of their excellent media literacy content.

C3 COMPELLING AND SUPPORTING QUESTION

Compelling Question: How can young people use their voices and actions to shape decision-making in their community and transform power structures?

Supporting Question: What does it look like to be a critical consumer of information online, and why is it important that I be one?

OBJECTIVES AND PREPARATION

Content Objectives

Students will be able to...

- Name and describe the Seven Standards of Quality Journalism
- Evaluate a news source for whether it meets the Seven Standards of Quality Journalism
- Reflect on the way they perceive credibility online and make commitments for what to do in the future

Student will consider the following:

- **Civic Knowledge** - Students will understand the standards to which journalists are held in our democracy.

Language Objectives

Students will be able to...

- Use the terms *credibility, standards, journalism, verification, bias, documentation, and context* in context

Optional Instructional Differentiation Strategies

- Consider printing the Seven Standards of Quality Journalism slides out and creating an anchor chart wall.

• Civic Skills - Students will practice evaluating a piece of media for its quality. • Civic Values - Students will recognize their responsibility to be critical consumers of information.	
Agenda • Do Now (10 mins) ◦ Trusting What We See Online • Mini-Lesson (15 mins) ◦ Seven Standards of Quality Journalism • Workshop (20 mins) ◦ Applying the Standards • Wrapping Up (5 mins) ◦ Take Action	Materials All lesson materials can be found at connect.generationcitizen.org • Digital Media Literacy Unit Slide Deck • Digital Media Literacy Student Handbook (digital or paper copy for each student)
Preparation Before Class • Decide how you want students to engage with the Student Handbook for this lesson. You can post the Student Handbook on your school's LMS platform for students to access digitally, or you can print them. • Ensure that you can play this video during the Workshop portion of the lesson.	

LEARNING PLAN

DO NOW: TRUSTING WHAT WE SEE ONLINE (10 MINUTES)

FACILITATE: As students enter, display the following instructions:

- Open your **DML Student Handbook** to Lesson 2: Standard of Quality Journalism
- Answer the reflection question: *When you're on social media, how do you know when someone or something is **trustworthy**? What makes you feel like you can believe a post, and what is a **red flag**? A **red flag** is something that jumps out as untrue or a problem.*

Help students unfamiliar with the term “red flag” understand the metaphor of a red flag, which is bold and obvious, being waved to catch a person’s attention.

Give students 5 minutes to free write.

DEBRIEF: Ask 1-2 students to share what they wrote. Discuss their responses as time allows. Share Checkology’s “Signs of Credibility on TikTok” and discuss.

Review today’s agenda.

MINI-LESSON: SEVEN STANDARDS OF QUALITY JOURNALISM (15 MINUTES)

NOTE: The content of this mini-lesson is drawn in large part from Generation Citizen’s partner in the field, [News Literacy Project](#). We encourage you to check out their materials.

FRAME: Explain to students that there are Seven Standards of Quality Journalism to help us know when a news source (print, audio, or video) is trustworthy. We’re going to spend some time discussing each one.

Turn to where it says “Seven Standards of Quality Journalism” in your Student Handbook. As we review each standard, fill in the blank with the information on the slide that is **bolded and underlined**.

As you proceed through each standard, ask students to guess the definition before revealing it. Help students generate examples of what each one might look like. They don’t need to write these down; they will have a chance to analyze a news video later in the lesson where they will take note of examples of each standard.

If time allows, ask students if they believe a person can be truly unbiased and objective. After they have space to express their opinions, emphasize that the challenge in journalism is to reflect on and recognize biases in order to balance them with other points of view when reporting on the news. In other words, the journalist may not be able to be unbiased, but they can work to make their reporting unbiased.

WORKSHOP: APPLYING THE STANDARDS (20 MINUTES)

FRAME: Explain to students that they will now apply the Seven Standards of Quality Journalism to a news video. As a class, watch the video about Gen Z voting trends in the 2024 election together and ask students to be on the lookout for as many examples as they can of the Seven Standards of Quality Journalism. Note that a piece of journalism is not required to meet *all* of the Standards in order to be considered reputable and credible; the Standards are simply the cues to watch for.

Consider identifying a piece of evidence for one of the standards together as a class. Watch the video 2-3 times so that they have sufficient time to watch for understanding and then for note-taking.

Student responses can include but are not limited to:

- **CONTEXT:** The journalist gives clear information about the purpose of the piece.
- **DOCUMENTATION:** The video references a reputable resource (CIRCLE at Tufts University).
- **DOCUMENTATION:** All data graphics contain citations.
- **BALANCE:** Interview subjects offer a diverse array of perspectives. Some are Harris voters, some are Trump voters, and some didn't vote at all. They also clearly hold a variety of gender, ethnic, and racial identities.
- **AVOIDING BIAS:** While the piece contains many different opinions, they all come from interview subjects. The journalist herself is limited to revealing facts.
- **FAIRNESS:** No one interview subject is made to look better or worse than the others.
- **OTHER ANSWERS:** The journalist gives their name. The interview subjects also give at minimum their initials, but most give their names.

DEBRIEF: Ask students to turn and talk with a partner to share what they identified. Ask a class, ask students to provide an example of each one while on the slide listing all 7 standards for reference.

WRAPPING UP: TAKE ACTION (5 MINUTES)

FACILITATE: Display the following instructions:

- Turn to the **Take Action** activity in your Student Handbook.
- Take **5 minutes** to respond to the reflection questions:
 - *Describe TWO you will commit to looking for when consuming content online, like reading a post or watching videos.*

LESSON 2: WHAT IS QUALITY JOURNALISM

DO NOW: TRUSTING WHAT WE SEE ONLINE

DIRECTIONS Answer the following question:

- ★ When you're on social media, how do you know when someone or something is trustworthy? What makes you feel like you can believe a post, and what is a red flag?

SEVEN STANDARDS OF QUALITY JOURNALISM

DIRECTIONS Fill in the blanks with the words in bold and underlined in the slides as you discuss them as a class. Then, as you watch the video, take notes on where you see or hear each of the Seven Standards of Quality Journalism. We will watch the video more than once so you have time to catch them all.

MULTIPLE CREDIBLE SOURCES

Journalists ask for information from

Including officials, experts, and eyewitnesses .



Video Examples:

VERIFICATION

When they receive information from a source, journalists confirm that the information is true by _____



Video Examples:

AVOIDING BIAS

Journalists make sure their _____

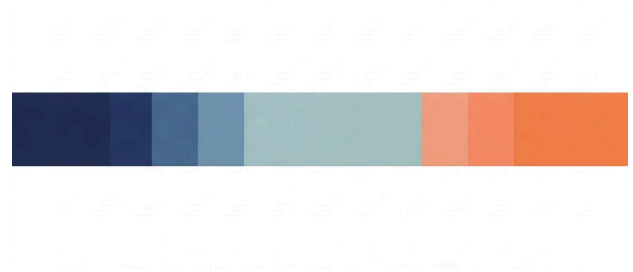
their work.



Video Examples:

BALANCE

Journalists make sure all sides of a story are



Video Examples:

DOCUMENTATION

Journalists _____

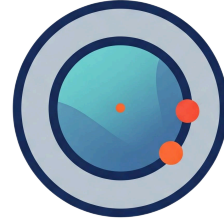
referred to in their reporting.



Video Examples:

CONTEXT

Journalists _____



so audiences have a clear understanding.

Video Examples:

FAIRNESS

Journalists make sure _____



for example giving people a chance to tell their side of the story.

Video Examples:

WRAP UP: TAKING ACTION

DIRECTIONS Answer the following prompt:

★ Describe TWO things you will commit to looking for when consuming content online, like reading a post or watching videos.

1)

2)

DIGITAL MEDIA LITERACY LESSON 3: BIAS

OVERVIEW

In this lesson, students will reflect on how the concept of “bias” manifests in current political discourse and the connotations it carries. Then, they will learn about the ways in which bias is represented in media, including intentional bias (editorials, satire), media bias (media that does not meet the Seven Standards of Quality Journalism), and problematic bias (disinformation). Finally, they will analyze and evaluate a series of news headlines for media bias.

C3 COMPELLING AND SUPPORTING QUESTION

Compelling Question: How can young people use their voices and actions to shape decision-making in their community and transform power structures?

Supporting Question: What does it look like to be a critical consumer of information online, and why is it important that I be one?

OBJECTIVES AND PREPARATION

Content Objectives

Students will be able to...

- Explain the different types of media bias and provide examples
- Evaluate news headlines for bias and defend their reasoning with evidence

Student will consider the following:

- **Civic Knowledge** - Students will understand when and why bias is acceptable or unacceptable in media.
- **Civic Skills** - Students will practice reading for bias in news headlines and defend their rationale.
- **Civic Values** - Students will recognize their responsibility to be critical consumers of information.

Language Objectives

Students will be able to...

- Define the term *bias* and use it in context

Optional Instructional Differentiation Strategies

- Many of the Vocabulary Jam words appear in this lesson. Ask students to reference the Vocabulary Wall as needed.
- If students are familiar with primary and secondary sources, it could be helpful to discuss bias in these terms in order to access prior knowledge.

Agenda

- Do Now (10 mins)
 - Biased? Me? Never!
- Mini-Lesson (15 mins)
 - Is Bias a Bad Word?
- Workshop (20 mins)
 - Headline Analysis
- Wrapping Up (5 mins)
 - I Learned... I Wonder...

Materials

All lesson materials can be found at

connect.generationcitizen.org

- [Digital Media Literacy Unit Slide Deck](#)
- [Digital Media Literacy Student Handbook](#)
(digital or paper copy for each student)

Preparation Before Class

- Decide how you want students to engage with the Student Handbook for this lesson. You can post the Student Handbook on your school's LMS platform for students to access digitally, or you can print them.
- Ensure that you can play [this video](#) during the Workshop portion of the lesson, and cue up the portion of the video you would like to share with students.

LEARNING PLAN

DO NOW: BIASED? ME? NEVER! (10 MINUTES)

FACILITATE: As students enter, display the following instructions:

- Open your **DML Student Handbook** to Lesson 3: Bias
- Answer the question: *In your opinion, what **message** is the artist trying to convey in this cartoon? Look for clues like facial expressions, colors, objects, and posture.*

Give students 5 minutes to free write.

DEBRIEF: Ask 3-5 students to share what they wrote. Lead a discussion that emphasizes:

- The people in the cartoon are clearly on opposite ends of the political spectrum. We can assume they do not agree on much politically.
- They are both consuming news that confirms their views.
- They are facing away from each other and instead facing their screens, implying they are not making an effort to understand each other, but rather focusing on their own opinions.
- They are sitting in the same type of chair, at the same type of table, drinking beverages that look very similar. They are mirror images of each other. Symbolically, the artist is trying to convey that they have more in common than they think they do.

Review today's agenda.

MINI-LESSON: IS BIAS A BAD WORD? (15 MINUTES)

FRAME: Ask students to recall our definition of bias. Bring the definition up on the slide, and review the three different kinds of bias.

Ask students to reflect on the question, "Is bias a bad word?" You can take a vote and ask 2-3 students to explain why they voted the way they did.

Explain to students that:

- The word "bias" often has a negative connotation, or bad feeling, in our culture. We tend to think that neutrality and objectivity are good things.
- But this isn't always the case! Bias can certainly be problematic, but it can also be perfectly normal and intentional. Today, we're going to spend some time going over what is and is not ok when it comes to bias.

Review the three types of bias in the media with students, explaining the various examples of each.

- **Intentional Bias:** These are media created with the stated purpose of being biased and are transparent about it, either based on the category of media or the publisher. For example, all editorials and Op-Eds are biased by nature because they reflect the writer's opinion by design. Satire can be tricky because it is

written to seem like news, but it is meant to be so outrageous that it's clear that it's a joke; dig a little deeper, and you'll find evidence that it's satire.

- **Media Bias:** These are media that don't meet the Seven Standards of Quality journalism in some way, including well-intentioned but insufficiently researched misinformation. The first example on the slide reveals a screenshot of a TikTok video about a topic that is demonstrably false that was then reported on as a news segment. The segment title "Disney World Trying to Lower Drinking Age?" framed as a question lends a degree of credibility to the rumor, even if the reporter goes on to say that it isn't true. The nature of the coverage gives the story a degree of credence that it doesn't deserve and potentially helps perpetuate the misinformation. The second example is of a clickbait headline that tries to shock readers into clicking the article.
- **Problematic Bias:** These are the media that have dominated our cultural conscience in recent years--"fake news" or disinformation. The key here is that the content is created not out of negligence or ignorance like misinformation, but out of an intention to confuse or mislead the consumer. Unfortunately, due to the nature of social media algorithms and revenue generation, there are plenty of folks incentivised to create disinformation in the hopes that it will go viral.

NOTE: It's important to emphasize to students that not all media is biased. It has become a part of our cultural narrative to assume that the media is biased, but reminding students that some journalism does meet the Standards discussed in the last lesson is critical. If educators inadvertently imply that there is always bias to be found, we undermine the role of the media in our democracy by fostering a lack of trust in it.

WORKSHOP: HEADLINE ANALYSIS (20 MINUTES)

FRAME: Explain to students that we're going to spend the rest of the lesson focusing on the second type of bias, Media Bias, but that we will return to the other two during next class. Today, we're going to analyze a series of headlines in order to assess whether we think they reveal a bias. There are no right or wrong answers, only strong arguments based on evidence.

As a class, watch a portion of the C-SPAN footage of President Trump and Vice President Vance's meeting with Ukrainian President Zelensky. Explain to students that this footage is truly neutral: simply a camera capturing their conversation with no coverage or editorialism. The portion of the meeting that was most controversial and therefore received the most media coverage begins at 38:23. Watch as much of the video as class time allows.

Once students have a sense of how the meeting went, break them into pairs or small groups. Ask them to turn to their Student Handbooks to where it says:

- **DIRECTIONS** Watch the video of the meeting at the White House as a class. The meeting is between President Trump, Vice President Vance, and Ukrainian President Zelensky on February 28, 2025. The stated purpose of the meeting was to sign a deal about Ukraine providing the US with precious minerals in exchange for continued support in the war with Russia. The meeting ended with no deal being signed.
- Then, on your own or with a partner, identify the words that show bias either for or against the way the Trump Administration handled the meeting (if there is any) for each headline. If you're using a paper copy, you can **highlight** or underline.

Explain that any information identifying what news source the headline comes from has been blacked out as to prevent students from making assumptions based on the news outlet; they need to look at the words alone. Together, in the box at the bottom of each headline, decide whether the headline is biased and explain their thinking with evidence.

If short on time, assign each group or pair only some of the headlines and ask them to share out during the debrief for the groups that did not analyze those headlines.

NOTE: There are multiple spellings of the Ukrainian President's surname. Both Zelensky and Zelenskyy are considered appropriate.

DEBRIEF: Go through the slides one at a time, pausing for students to share whether they believe the headline is biased and why before revealing the news source of each headline. Remind students that there might not be a clear answer because evaluating for bias is subjective.

Student answers may include:

- **NPR Headline:**
 - “Spat” has a negative and potentially childlike connotation. The use of the word could imply that the participants were behaving childishly. (It’s up to students to decide based on the C-SPAN footage if that is biased or truthful.)
 - The blurb beneath the headline relays factual information: no deal was brokered, and the meeting was cut short.
- **Fox News Headline:**
 - The subheading implies that Zelensky was the aggressor in the meeting, which can be construed as biased.
 - The phrase “the real reason” implies that other news coverage might be biased but that Fox is providing something closer to the truth. This isn’t biased in and of itself, but it is an interesting stance for students to discuss.
- **Economist Headline:**
 - The word “disaster” has a negative connotation.
 - The blurb beneath the headline states that “J.D. Vance set a trap for the Ukrainian President.” Why it may or may not seem to students that this is true, there is no evidence to prove it. The Vice President has not stated that this is true. This language is biased.
- **New York Times Headline:**
 - “Berates” and “castigates” are words, like “spat,” that have negative and potentially childlike connotations. (It’s up to students to decide based on the C-SPAN footage if that is biased or truthful.)
 - Beyond that, the blurb beneath the headline relies on fact, referencing quotes from both the President and Vice President. .
- **BBC Headline:**
 - Again, “spat” has a negative and potentially childlike connotation. The use of the word could imply that the participants were behaving childishly. (It’s up to students to decide based on the C-SPAN footage if that is biased or truthful.)

- This photo is also an interesting choice for students to discuss: what is the body language of these three men suggesting to a viewer? (Zelensky looks defensive with his arms crossed, while Trump and Vance look angry and are raising their hands to him in a dismissive way, appearing to be shutting him down.) What does it mean that a journalist or editor chose this photo? Is this evidence of bias?
- Washington Post Headline:
 - This headline focuses on facts: Trump did indeed cancel the news conference. The word “contentious” is a strong word, but students should decide whether that word feels accurate according to the footage they saw.
 - Students should also compare this photo with the one in the previous headline. How is this one different? (The body language is much more pleasant. This photo was taken before the tone of the meeting shifted, and Trump and Zelensky appear to be friendly with one another.) Students should decide which photo is the more responsible one for a journalist to use: the one that is less controversial and shocking, or the one that captures the tone of the meeting by the time it ended? (Remember: There are no right or wrong answers as long as students can defend their remarks.)

Discuss students' main takeaways from this activity.

WRAPPING UP: I LEARNED... I WONDER... (5 MINUTES)

FACILITATE: Display the following instructions:

- Turn to the **Reflection** activity in your *Student Handbook*.
- Take **5 minutes** to respond to the reflection questions:
 - Today I learned...
 - Now I wonder...

LESSON 3: BIAS

DO NOW: BIASED? ME? NEVER!

DIRECTIONS Consider the political cartoon below and then answer the following prompt:



Signe cartoon 03-31-21 News Bias

By **SIGNE WILKINSON** | Washington Post
PUBLISHED: March 31, 2021 at 5:00 AM PDT



In your opinion, what message is the artist trying to convey in this cartoon?

WORKSHOP: HEADLINE ANALYSIS

DIRECTIONS Watch the video of the meeting at the White House as a class. The meeting is between President Trump, Vice President Vance, and Ukrainian President Zelensky on February 28, 2025. The stated purpose of the meeting was to sign a deal about Ukraine providing the US with precious minerals in exchange for continued support in the war with Russia. The meeting ended with no deal being signed.

Then, on your own or with a partner, identify the words that show bias either for or against the way the Trump Administration handled the meeting (if there is any) for each headline. If you're using a paper copy, you can highlight or underline.

POLITICS Zelenskyy's visit to the White House ends abruptly after Oval Office spat FEBRUARY 28, 2025 · 6:07 PM ET  Zelenskyy was at the White House to finalize a deal on minerals, which Trump has said is a step toward a broader peace deal he is trying to broker. But no deal was signed and the visit was cut short.	abruptly: suddenly broker: negotiate
EVIDENCE OF BIAS?	

TRUMP'S FIRST 100 DAYS Here's the real reason Trump and Zelenskyy's deal blew up in the Oval Office Zelenskyy says no deal to Trump Published February 28, 2025 3:52pm EST	
EVIDENCE OF BIAS?	

Weekly editionThe world in briefWar in the Middle EastWar in UkraineUnited StatesThe world economyBusinessArtificial int Europe Friday fiasco A disaster in the White House for Volodymyr Zelensky—and for Ukraine J.D. Vance set a trap for the Ukrainian president, who declined to flatter Donald Trump	declined: refused
EVIDENCE OF BIAS?	

Russia-Ukraine War > The Latest Black Sea Cease-Fire Photos Minerals Deal Proposal The Front Line Trump Berates Zelensky in Fiery Exchange at the White House President Trump and Vice President JD Vance castigated President Volodymyr Zelensky of Ukraine for not being grateful enough for U.S. aid. “You’re gambling with World War III,” Trump told Zelensky.	berates: scolds or criticizes castigated: scold severely
EVIDENCE OF BIAS?	

Home News Sport Business Innovation Culture Travel ... Search BBC NEWS Home Israel-Gaza war War in Ukraine Climate Video World US & Canada UK Business Tech World Africa Asia Australia Europe Latin America Middle East Zelensky told to leave White House after angry spat with Trump and Vance 🕒 27 February 2025 	spat: fight
EVIDENCE OF BIAS?	

Politics
Donald Trump
The Fix
The Briefs
Polling
Democracy in America
Elections

Trump cancels news conference with Zelensky after contentious Oval Office meeting

Updated February 28, 2025 at 9:05 p.m. EST | Published February 28, 2025 at 6:43 a.m. EST

President Donald Trump, Vice President JD Vance and Ukrainian President Volodymyr Zelensky engaged in an argument about the Russia-Ukraine war on Feb. 28. (Video: The

contentious: heated and tense

EVIDENCE OF BIAS?

WRAP UP: I LEARNED... I WONDER...

DIRECTIONS Look over your response to the Do Now activity at the start of class. Answer the following prompts:

Today I learned...	Now I wonder...

DIGITAL MEDIA LITERACY LESSON 4: BE A MEDIA SUPER SLEUTH

OVERVIEW

In this lesson, students will combine the knowledge and skills that they have encountered in the previous three lessons in order to become Media Super Sleuths. They will learn about basic fact-checking skills and tools before ultimately applying them to a series of digital media artifacts and analyzing them in groups according to a Digital Media Analysis Checklist. Finally, they will reflect on what action steps they will take with them beyond the classroom when consuming news and other content online.

C3 COMPELLING AND SUPPORTING QUESTION

Compelling Question: How can young people use their voices and actions to shape decision-making in their community and transform power structures?

Supporting Question: What does it look like to be a critical consumer of information online, and why is it important that I be one?

OBJECTIVES AND PREPARATION

Content Objectives

Students will be able to...

- Define and provide examples for the different types of bias in media and the Seven Standards of Quality Journalism
- Apply their knowledge of the Seven Standards of Quality Journalism, media bias, and fact-checking skills and tools to a variety of media artifacts in order to evaluate them for their quality, and support their thinking with evidence

Student will consider the following:

- **Civic Knowledge** - Students will understand the various forms media can take with regard to quality, bias, and potential mis- and disinformation.
- **Civic Skills** - Students will practice evaluating a piece of media for its quality.
- **Civic Values** - Students will recognize their

Language Objectives

Students will be able to...

- Use the terms *press*, *objective*, *bias*, *credible*, *misinformation*, *disinformation*, and *journalism* in context

Optional Instructional Differentiation Strategies

- If time allows, leave the slide deck and model both lateral reading and reverse image search for students.

responsibility to be critical consumers of information.	
Agenda • Do Now (10 mins) ◦ A Detective's Toolkit • Mini-Lesson (15 mins) ◦ Fact-Checking 101 • Workshop (20 mins) ◦ Be a Media Super Sleuth • Wrapping Up (5 mins) ◦ Taking Action	Materials All lesson materials can be found at connect.generationcitizen.org • Digital Media Literacy Unit Slide Deck • Digital Media Literacy Student Handbook (digital or paper copy for each student) • Digital Media Artifact Library
Preparation Before Class • Decide how you want students to engage with the Student Handbook for this lesson. You can post the Student Handbook on your school's LMS platform for students to access digitally, or you can print them. ◦ We highly recommend that students engage with the Digital Media Artifacts in the Workshop portion of this lesson on a device so that they can practice their fact-checking skills. Therefore, each student or student group will need access to a computer or tablet. If this is not possible, we recommend modifying the activity to view the videos as a class. • Ensure you can play the videos in the Digital Media Artifact Library.	

LEARNING PLAN

DO NOW: A DETECTIVE'S TOOLKIT (5 MINUTES)

FACILITATE: As students enter, display the following instructions:

- Open your **DML Student Handbook** to Lesson 4: Be a Media Super Sleuth
- Answer the question: *Imagine you're a detective trying to solve a crime. What skills and tools would you need to get to the truth?*

Give students 5 minutes to free write.

DEBRIEF: Ask 1-2 students to share what they wrote in their Do Now and discuss.

Review today's agenda.

MINI-LESSON: FACT-CHECKING 101 (15 MINUTES)

FACILITATE: Ask students to recall what they remember about the types of media bias from the previous lesson. Review them together.

Ask a student to offer a guess at the meaning of "fact-checking." Review the definition and its laymen's terms meaning as a class.

Discuss **lateral reading**, which is the process of confirming information found online with another trusted source. The options are to check the information itself OR the source publishing it to see if it is trustworthy.

Discuss **reverse image search**, which is a feature of most web browsers. In Google, users can right-click an image and select "Search with Google Lens" to get more information about the image and assess whether it is trustworthy. These slides reveal an image that went viral that was AI-generated, and the reverse image search reveals three instances of that clarification circled in teal.

Discuss www.snopes.com as a trusted tool for debunking rumors and disinformation on the internet.

Explain to students that they should NOT use AI to fact-check. AI can aggregate information for users, but it cannot (yet) evaluate their credibility.

WORKSHOP: BE A MEDIA SUPER SLEUTH (20 MINUTES)

FRAME: Explain to students that for the remainder of today's lesson, we're going to be combining everything we've learned in the past three lessons into one Digital Media Artifact Analysis in order to be media super sleuths! We'll be using the Digital Media Analysis Checklist in their Student Handbooks to evaluate a series of media artifacts for their quality and credibility. Encourage them to use the rest of their Student Handbook to support their analysis, as

they will need to consider the Seven Standards of Quality Journalism and the three types of media bias in order to perform their analysis.

Put students in small groups or pairs to complete their analyses. Ensure that they have access to the Digital Media Artifact Library. If short on time, assign each group or pair only some of the Digital Media Artifacts and ask them to share out during the debrief for the groups that did not analyze those headlines.

ASSESSMENT TIP: Consider using these Digital Media Analysis Checklists as a summative assessment for this unit.

DEBRIEF: Ask students to share out their analyses with the class.

Student analyses may include but are not limited to:

- **Artifact 1: CNN Video**
 - **VERIFICATION:** This video quotes President Trump and provides a video clip from a rally verifying his words.
 - **DOCUMENTATION:** Journalist reads from a transcript, which is displayed on the screen.
 - **CONTEXT:** Journalist quotes the 22nd Amendment.
 - **MULTIPLE CREDIBLE SOURCES:** The story quotes President Trump, a transcript from an interview from another reputable news source (NBC News), his advisor Steve Bannon, and former White House counsel to President Nixon John Dean.
 - **CONTEXT:** John Dean provides context on the history of the 22nd Amendment and how it has been interpreted in the past.
 - **POSSIBLE MEDIA BIAS:** John Dean says, “Trump and Elon Musk in some instances are just running roughshod over the laws and the statutes that exist” which, while factual, is potentially inflammatory language. John Dean also says he’s been “depressed” over what the Trump Administration is doing. This could be interpreted as editorialism into a news segment.
- **Artifact 2: Onion Article**
 - *The Onion* only publishes satire, and this article is a strong example. There are plenty of quotations that reveal that the article is mocking the way schools are often covered in the media by turning the subject around and talking about parents and homes in the same way to reveal how outrageous and inflammatory that language can be. For example:
 - “Deputy Education Secretary Anthony W. Miller said that many parents who school-home find U.S. households to be frightening, overwhelming environments for their children, and feel that they are just not conducive to producing well-rounded members of society.”
 - “Every year more parents are finding that their homes are not equipped to instill the right values in their children,” Miller said. “When it comes to important life skills such as proper nutrition, safe sex, and even basic socialization, a growing number of mothers and fathers think it’s better to rely on educators to guide and nurture their kids.”
 - “‘Simply put, it’s not the job of parents to raise these kids,’ Dufrense added.”
- **Artifact 3: Washington Post Social Media Video on Real IDs**
 - **CONTEXT:** The journalist explains what Real IDs are and why viewers should be aware of upcoming changes to travel requirements.

- DOCUMENTATION: Even though it's quick for the sake of social media consumption, the video shows visuals that help viewers understand the content, like a sample Real ID, the emblem of the TSA, and the logo of AAA. It also shows screenshots of government websites explaining the new regulations.
- AVOIDING BIAS / BALANCE: This is a pretty politically neutral topic, but nevertheless the journalist avoids providing opinions on this new policy or its roll out, opting in favor of facts that viewers need to know.
- DOCUMENTATION: The journalist provides more information in the bio of the social media account for viewers who want to know more.
- Artifact 4: Photo of Little Girl Holding Puppy after Hurricane Helene
 - DISINFORMATION: This photo is AI generated. It was created to elicit a strong emotional response from viewers. A reverse image search makes this clear.
- Artifact 5: Fox News Social Media Video of Oval Office EO Signing
 - VERIFICATION: This video provides footage of actual events in the Oval Office with no overt editorialism.
 - MEDIA BIAS: This video provides a title and closed captioning of President Trump signing an executive order about water pressure in shower heads, but nothing more. There are opportunities here to meet the Seven Standards of Quality Journalism, like Verification, Context, and Documentation of the remarks the President makes at the end, and the journalist who created this video does not do so. Students do not need to fact-check the President's remarks, but they should take note that no one else has done so in this video. They should compare it to the CNN video and Washington Post Video where transcripts and images are shown and facts are cited. For example, there is an opportunity here for Fox News to share more context about the Biden Administration policy that this executive order undoes, but that opportunity is not taken.

WRAPPING UP: TAKING ACTION (5 MINUTES)

FACILITATE: As students enter, display the following instructions:

- *Turn to the Wrap Up activity in your **Student Handbook**.*
- *Take 5 minutes to respond to the prompt.*

LESSON 4: BE A MEDIA SUPER SLEUTH

DO NOW: A DETECTIVE'S TOOLKIT

DIRECTIONS Answer the following prompt:

★ Imagine you're a detective trying to solve a crime. What skills and tools would you need to get to the truth?

DIGITAL MEDIA ANALYSIS CHECKLIST

DIRECTIONS

PART A: In your groups, analyze these Digital Media Artifacts using the organizer on the next pages. The organizer will ask you to:

1. Identify evidence of the Seven Standards of Quality Journalism in the green boxes
2. Identify evidence of acceptable bias like opinion pieces or satire in the yellow boxes
3. Identify evidence of problematic bias like disinformation in the red boxes

Tools:

- Lateral Reading: Open a new tab and double-check a fact or a source
- Reverse Image Search: Right-click and select "Search with Google Lens"
- Use www.snopes.com

Artifact 1: <https://www.youtube.com/watch?v=97y1E2pfZcw>

Seven Standards of Journalism Criteria	Evidence
☐ Multiple Credible Sources	
☐ Verification	
☐ Avoiding Bias	
☐ Balance	
☐ Documentation	
☐ Context	
☐ Fairness	

Bias Criteria	Evidence
☐ Editorial	
☐ Op-Ed or Opinion Piece	
☐ Satire	
☐ Unintentional Bias	
☐ Misinformation	
☐ Disinformation	

PART B

After you find your evidence, **count the number of checks you have in each color in order to evaluate the artifact.** Finally, deliver your verdict on the source: **Is it trustworthy? Is it biased but acceptable? Or is it biased and problematic?** Keep in mind, some sources may not be very straightforward. Use YOUR instincts to tell you whether you should trust the source or not!

SCORE

Total Green:

Total Yellow:

Total Red:

FINAL ANALYSIS Choose one option below:

- ☐ **This source is trustworthy.** It contains evidence of multiple Standards of Quality Journalism.
- ☐ **This source is biased but acceptable.** It contains bias, but it is intentional and clearly stated.
- ☐ **This source is biased and problematic.** It contains bias, and it could be misleading to an audience.

Artifact 2: <https://theonion.com/increasing-number-of-parents-opting-to-have-children-sc-1819571422/>

Seven Standards of Journalism Criteria	Evidence
☐ Multiple Credible Sources	
☐ Verification	
☐ Avoiding Bias	
☐ Balance	
☐ Documentation	
☐ Context	
☐ Fairness	

Bias Criteria	Evidence
☐ Editorial	
☐ Op-Ed or Opinion Piece	
☐ Satire	
☐ Unintentional Bias	
☐ Misinformation	
☐ Disinformation	

PART B

After you find your evidence, **count the number of checks you have in each color in order to evaluate the artifact.** Finally, deliver your verdict on the source: **Is it trustworthy? Is it biased but acceptable? Or is it biased and problematic?** Keep in mind, some sources may not be very straightforward. Use YOUR instincts to tell you whether you should trust the source or not!

SCORE

Total Green:

Total Yellow:

Total Red:

FINAL ANALYSIS Choose one option below:

- ☐ **This source is trustworthy.** It contains evidence of multiple Standards of Quality Journalism.
- ☐ **This source is biased but acceptable.** It contains bias, but it is intentional and clearly stated.
- ☐ **This source is biased and problematic.** It contains bias, and it could be misleading to an audience.

Artifact 3: <https://www.youtube.com/watch?v=SxF3QFykoP4>

Seven Standards of Journalism Criteria	Evidence
☐ Multiple Credible Sources	
☐ Verification	
☐ Avoiding Bias	
☐ Balance	
☐ Documentation	
☐ Context	
☐ Fairness	

Bias Criteria	Evidence
☐ Editorial	
☐ Op-Ed or Opinion Piece	
☐ Satire	
☐ Unintentional Bias	
☐ Misinformation	
☐ Disinformation	

PART B

After you find your evidence, **count the number of checks you have in each color in order to evaluate the artifact.** Finally, deliver your verdict on the source: **Is it trustworthy? Is it biased but acceptable? Or is it biased and problematic?** Keep in mind, some sources may not be very straightforward. Use YOUR instincts to tell you whether you should trust the source or not!

SCORE

Total Green:

Total Yellow:

Total Red:

FINAL ANALYSIS Choose one option below:

- ☐ **This source is trustworthy.** It contains evidence of multiple Standards of Quality Journalism.
- ☐ **This source is biased but acceptable.** It contains bias, but it is intentional and clearly stated.
- ☐ **This source is biased and problematic.** It contains bias, and it could be misleading to an audience.

Artifact 4: [Slide 2 in this slide deck](#)

Seven Standards of Journalism Criteria	Evidence
☐ Multiple Credible Sources	
☐ Verification	
☐ Avoiding Bias	
☐ Balance	
☐ Documentation	
☐ Context	
☐ Fairness	
Bias Criteria	Evidence
☐ Editorial	
☐ Op-Ed or Opinion Piece	
☐ Satire	
☐ Unintentional Bias	
☐ Misinformation	
☐ Disinformation	

PART B

After you find your evidence, **count the number of checks you have in each color in order to evaluate the artifact.** Finally, deliver your verdict on the source: **Is it trustworthy? Is it biased but acceptable? Or is it biased and problematic?** Keep in mind, some sources may not be very straightforward. Use YOUR instincts to tell you whether you should trust the source or not!

SCORE

Total Green:

Total Yellow:

Total Red:

FINAL ANALYSIS Choose one option below:

- ☐ **This source is trustworthy.** It contains evidence of multiple Standards of Quality Journalism.
- ☐ **This source is biased but acceptable.** It contains bias, but it is intentional and clearly stated.
- ☐ **This source is biased and problematic.** It contains bias, and it could be misleading to an audience.

Artifact 5: <https://www.youtube.com/watch?v=97y1E2pfZcw>

Seven Standards of Journalism Criteria	Evidence
☐ Multiple Credible Sources	
☐ Verification	
☐ Avoiding Bias	
☐ Balance	
☐ Documentation	
☐ Context	
☐ Fairness	

Bias Criteria	Evidence
☐ Editorial	
☐ Op-Ed or Opinion Piece	
☐ Satire	
☐ Unintentional Bias	
☐ Misinformation	
☐ Disinformation	

PART B

After you find your evidence, **count the number of checks you have in each color in order to evaluate the artifact.** Finally, deliver your verdict on the source: **Is it trustworthy? Is it biased but acceptable? Or is it biased and problematic?** Keep in mind, some sources may not be very straightforward. Use YOUR instincts to tell you whether you should trust the source or not!

SCORE

Total Green:

Total Yellow:

Total Red:

FINAL ANALYSIS Choose one option below:

- ☐ **This source is trustworthy.** It contains evidence of multiple Standards of Quality Journalism.
- ☐ **This source is biased but acceptable.** It contains bias, but it is intentional and clearly stated.
- ☐ **This source is biased and problematic.** It contains bias, and it could be misleading to an audience.

WRAP UP: TAKING ACTION

DIRECTIONS Answer the following prompt:



Describe TWO fact-checking skills or tools you will commit to using when consuming content online, like reading a post or watching videos.

1)

2)