Israel/Palestine Media Literacy

Variation of [iCivics "Bias" Lesson Plan](#)

Overview

In this lesson, students will learn about types of bias in journalism and identify examples of bias in news sources about the Israel/Palestine conflict, as well as explore the role of the individual in noticing and responding to bias. Finally, they will use their knowledge about bias to independently locate and analyze a news source for bias.

Grade Level

5-12

Time

Total: 95 minutes, adaptable to shorter with homework
Warm-up (5 minutes), background (25 minutes; can also be assigned as homework), analyzing bias worksheet (25 minutes), the science of bias discussion (10 minutes), assessment (30 minutes; can also be assigned as homework)

Objectives

Students will be able to:
- Define and describe common types of bias found in the news
- Recognize journalists' tools that combat bias
- Analyze word choices that reveal bias
- Analyze a story's framing for bias
- Compare how different news outlets have framed the same issue

New Jersey Content Standards

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
N.J.A.C. 6A:8-1.1(a)3: Twenty-first century themes and skills, including critical media literacy, integrated into all content standards areas.

Common Core Standards

CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

Resources Needed

- Copies of the background information packet (Appendix A), or electronic copies and student devices
- Physical copies of Analyzing Bias Worksheet (Appendices B and C)
- Physical copies of News Analysis Worksheet (Appendices D and E)
- Student devices with internet access or physical news sources (newspapers, magazines, etc.)

Warm-Up Activity

As a class, create a list of the sources students have used to find information about what is happening in Israel and Palestine and whether they think that source could be biased.

Background

Review background information about types of bias and how bias can appear in news articles (Appendix A). This can also be assigned as reading for homework, and key points reviewed in class, read entirely in class, or delivered by the instructor as a mini lecture.

Analyzing Bias

Complete the Analyzing Bias Worksheet (Appendix B for grades 5-8, Appendix C for grades 9-12). This can be done independently, in small groups, or as a class.

The Science of Bias

Together, read the article [“How do you tell when the news is biased? It depends on how you see yourself”](#) by Jonathan Stray from Nieman Journalism Lab and discuss using these suggested questions:
- The author suggests there's a difference between having skills to detect bias in the news and how we actually judge bias. Explain what you think this means.
- Explain the "hostile media effect."
- Do you see people "self-stereotyping"? Do YOU self-stereotype? How do you think it affects the way you or others view what happens in the world?

Instructors may choose to cut this section depending on grade level of students.

Assessment

Independently find a news article about the events in Israel and Palestine and complete the News Analysis Worksheet (Appendix C for grades 5-8, Appendix D for grades 9-12) to determine if you think this news source is biased or unbiased. Instructors may want to guide students to youth-oriented news sources depending on grade level, or this section can be cut.

Adaptations

This lesson plan provides two versions of the worksheets for this lesson plan. The worksheet for grades 5-8 is shorter, focuses on simpler concepts, and uses examples from news sources written for younger students. The worksheet for grades 9-12 is longer, introduces more complicated concepts, and uses examples from news sources written for adults.
As noted above, sections of this lesson plan, like the background information on bias and the science of bias, can be adapted in delivery method or cut entirely depending on grade level. Some students may also need additional context and support for certain concepts in this lesson. Suggested resources include:
- Parts of a News Story
- Connotation vs. Denotation
- Passive Voice
- Left, Right, and Center in Politics
- Left, Right, and Center in News

Developed by Moira Armstrong for Teaching Against Erasure

Name: _____

Men.

It's been two days since a bomb exploded in a U.S. city several states away from you, killing twenty-eight people and injuring 107 more. The two female suspects are still on the loose. Journalist Becca Jones is eating lunch at her desk and studying a photograph that was sent to her a few minutes ago by someone claiming the two bombing suspects are innocent. The "proof" is this photo supposedly showing the two women having coffee in another state when the bomb went off.
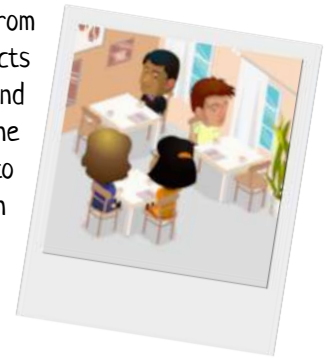
Even zoomed all the way in, Becca can't tell if it's them. The photo is too unclear. But wow—she would love to prove the two women didn't bomb that building. All this hype about "female" bombers, when everyone knows *men* are the ones with violent tendencies? September 11, Oklahoma City, the Unabomber… Men, men, men. Like that guy last night who screamed at her from his car when she didn't quite make it across the crosswalk before the light turned green. Jerk.

Prejudice, Partiality, and Preconceptions

Sounds like Becca has some preconceived notions about gender, hm? Favoring or supporting one thing over something else is often called **bias**, and we're all biased about lots of things. We can't help it. On a personal level, biases are connected to our core values and fears: Someone with a deep sense of patriotism may be biased against other cultures. Someone who fears the police may be biased against the official version of events after an incident. Bias often stems from personal experience. Maybe the patriotic person is a war veteran, and maybe the person who fears the police questions officers' motives because people in their neighborhood are often stopped for no clear reason. Maybe our journalist, Becca, had a violent father or boyfriend, or maybe she volunteers every weekend at a women's domestic violence shelter. People are usually aware of their biases that are based on personal experience.

Bias can also be passed down from one generation to the next as kids grow up watching how people talk and behave. This is where most **inherent bias** comes from—bias that's so ingrained you don't even realize it's there (unless you're on the receiving end). Inherent bias can be hard to notice, but it *can* be noticed.

You can be biased about pretty much anything. (Chocolate, strawberry, or vanilla?) Here are three common forms of bias that show up in the news:
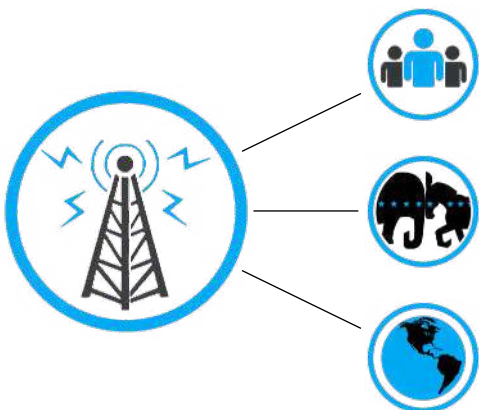
Social bias is about favoring or disfavoring groups of people based on factors like race, gender, religion, sexual orientation, looks, disability, weight, age, etc.

Political bias is about supporting or opposing a political party or ideology, such as Democrat vs. Republican or conservative vs. liberal.

Cultural bias is a preference or intolerance for something based on your society's cultural standards—for example, a bias toward democracy or against raising horses for meat.

The Bias Boogey~~man~~ *person*

Becca the journalist is obviously biased about men and violence. Now, she's working on a developing situation where two *women* are accused of violence, and she has questionable evidence that the women might be innocent. Is that a recipe for journalistic disaster?

People worry a lot about bias in the news, and they fear bias for a variety of reasons. One is the uneasy feeling that a news report might be manipulating them with hidden bias, or that maybe the news outlet's bias is skewing the truth in some way. Is the reporter telling the whole truth? Is something being left out or slanted in a way that distorts the truth? At the same time, many people *choose* bias by only following news sources that are biased toward their own point of view. Some do this to protect themselves from biased reporting because they think only news sources that share their point of view are trustworthy.

The Daily Prestige

Listen to the news backwards, hear secret communist messages from Elvis!

Are they right? Should we all be afraid—*very* afraid—of bias? That's one approach, but you're probably better off learning how to identify bias so you don't *have* to fear it. Unlike "fake news," recognizing bias is not about identifying information that isn't true. Your mad bias-detecting skills are about understanding how news providers can influence the way you think about information that *is* true. Being able to recognize and analyze bias helps you determine whether facts are being skewed. That gives you the upper hand.

Biased… Yet Objective?

Bias is part of being human. And guess where the news comes from? Humans. Journalists, producers, news directors… all human.[*] It would be unreasonable to expect journalists to be completely objective because nobody can push aside 100% of their personal views. But that's actually okay because journalists are expected to use *methods* that are objective. Methods based on journalism standards give journalists accepted procedures to follow that help minimize the effect of bias on their reporting.

The table below lists four tools journalists use to help their reporting stay objective along with the bias-detecting skills you'll need in order to recognize when these tools have been used.
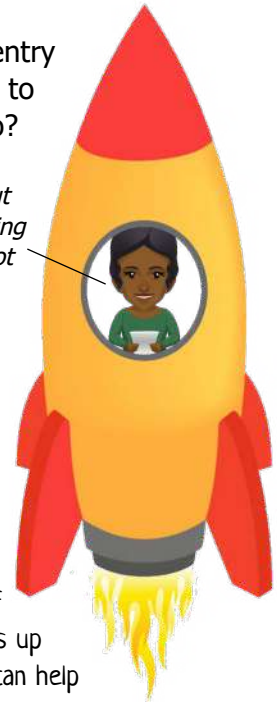
New tonight: Standards-based reporting that adheres to the highest journalistic ethics.

Journalist's Tool	Your Skill
Verification	Determine how the information in the story was verified.
Fairness	Identify where the story addresses multiple perspectives.
Awareness	Look for stereotypes or assumptions the reporter might not have caught.
Framing	Notice how a story is framed and compare the frame with other viewpoints.
Word Choice	Spot words and phrases that provoke emotion or pass judgment.

[*] *Disclaimer: This lesson was written by humans, too.*

Verify, Verify, Verify

Imagine a scientist saying, "I don't know if this new material will really survive re-entry into the atmosphere, but it would look awesome on the side of a rocket, so I'm going to trust my calculations and skip the testing." Would you go to space in that rocket? No? Even people who agree the material looks amazing wouldn't trust its safety without testing. The process of testing is an objective method that's unrelated to anyone's personal opinion.

Questions about this rocket's testing process have not been verified.

Now, imagine Becca saying, "I don't know if this blurry photo really shows the two suspects having coffee in another state when the bomb went off, but women just don't *do* things like bomb buildings, so I'm going to trust the photo." Would *you* trust the photo? Would you trust it if you agreed that women don't usually bomb buildings? Hopefully not, because the photo hasn't been verified. In journalism, verification is the "testing" that proves something is true. And when something is true, it's true regardless of how you feel about it.

In one corner of the photo, through the coffee shop window, there's a delivery truck with a phone number on the side. The number is legible, and Becca does a quick check of the area code. It matches the city where the photo was supposedly taken. Becca picks up the phone and calls a digital photography specialist she often works with to see if he can help find any more clues about exactly where the photo was taken.

Becca may be super annoyed by all the hype around the women suspects, and she may be totally convinced that the real bombers are men. But as a journalist, she's not going to believe the claim about the photo until she's proven exactly what it shows. If she learns something worth reporting, her story will include the markers of verification and transparency you learned to identify in Lesson 1.

Tell All Sides
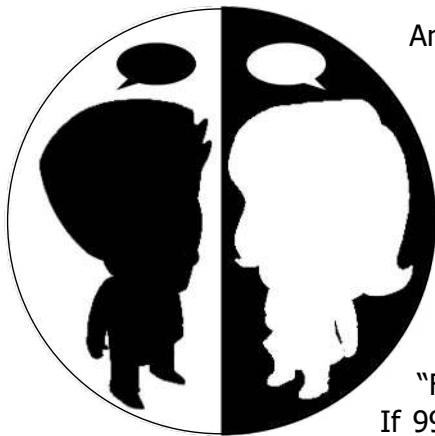
Another way journalists avoid bias is by telling all sides of a story. The various opinions and experiences around an issue are what make up the *whole* story, so journalists seek out people who represent different views. Fair, balanced reporting is a standard of journalism. But when is a story fair and balanced? The bombing victims are getting tons of news coverage, so does fair reporting mean the bombers should get an equal amount of air time? Your gut is probably telling you "no," and that's correct. The news isn't expected to be a platform for wrongdoers.

"Fair and balanced" doesn't always mean equal in other situations, too. If 99 members of the U.S. Senate vote for a bill and one member votes against it, "fair and balanced" doesn't mean news reports should spend the same amount of time covering that one member's objections as it spends covering the reasons everyone else approved. Mentioning the Senator's objection would probably be enough (and even that might not be considered necessary).

Be on the lookout for fair and balanced reporting by watching or listening for different perspectives in a story. Do they even offer different perspectives? If not, can you figure out why? If they do tell more than one side, *how* do they tell it? Sometimes, you can spot bias because the person quoted or interviewed for one side of an issue is presented as irrational or put in a negative light. Also, think about what perspectives might be missing even when more than one side has been presented.

Assumption Awareness

In the process of putting a story together, a journalist will make all kinds of decisions—which experts to interview, which parts of the interviews to quote in the story, what examples to use that people can relate to, how to word the information… Almost every line of a news story involves a decision, and each decision is an opportunity for bias to sneak in. To deal with this, journalists always need to be questioning their own assumptions. That's how they can catch hidden biases in their own perspectives that might end up woven into the story. This kind of self-awareness helps journalists cleanse their stories of bias they may not have noticed at first.

You should question their assumptions, too. Learning to identify assumptions is a complex skill, but a simple way to start is just by asking the question: What is this assuming about _____? You can insert anything into that blank space—a person, attitude, political party, branch of government, way of life, or even the intended audience for the news piece. ("What is this story assuming about *me*?") An assumption won't always be there, but if it is, you won't notice if you don't ask.

How You Frame It

When people admire a piece of artwork hanging on the wall, they focus on what's inside the frame. Most people don't notice the frame at all. News stories also have a frame that most people don't notice. Obviously, it's not a physical frame (unless it's that photo of you winning the science fair your grandmother clipped from the local paper). A news story's frame is the angle the journalist takes in telling the story.

There's almost always more than one way to look at an issue or event—more than one possible aspect to focus on. If you were doing a report on polar bears, for example, there are a lot of different angles you could take: threats to the bears' natural habitat, places where the bears are thriving, the well-being of polar bears in zoos, or ways polar bears adapt to their environment, to name a few. In the news, a journalist frames a story by deciding what to emphasize, usually right at the beginning. Compare these two examples:

With the two bombing suspects still on the loose tonight, panic is rising as investigators turn the city upside down in their hunt for the two dangerous women.

Investigators are leaving no stone unturned tonight in their systematic search for two women suspected of setting off Tuesday's bomb.

Biased Framing?

Framing isn't the same as bias. Framing can just be about a story's structure and focus—the decision to take a fear-based or neutral approach to the story, for example. But if a news story *is* biased, it will usually be framed from that biased perspective. To see through the frame, first identify it. What's the angle or emphasis? Then, watch for other viewpoints or aspects of the issue in the rest of the story. How else *could* the story have been framed? If you're not sure, check to see how the same story is being told by other news providers. You can piece different frames together to get a more complete and unbiased picture of the issues.
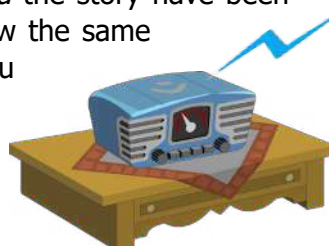
Another strikeout tonight as the weary city ends Day 3 of law enforcement's fruitless search for the two bombing suspects, prompting social media rants from citizens frustrated with a massive police presence that may have let the bombers slip through its fingers.

Name: _____

Careful Choice of Words

When bias is present, there's almost always a dead giveaway: the words that are being used. Consider these two ways of describing the same development:

> Late this afternoon, we tracked down a member of the same bizarre cult the two suspects belong to. The woman claimed she knew nothing about plans for an attack.

> Late this afternoon, we spoke with a member of the extremist group the two suspects belong to. The woman said she was not aware of plans to set off a bomb.

Notice anything? Which one seems more biased? Why? The individual words used in a news story can give it a whole extra layer of meaning. If you think these word choices happen by accident, think again—they're *choices*, and news writers consider these choices very carefully. In the above example, the first description has several word choices that give it a meaning that is biased at best, misleading at worst:

- The phrase "tracked down" implies some kind of chase, as if the person being tracked has something to hide. Is that a fair and accurate portrayal of the person, or is that the news outlet's bias against the group the bombers belong to? If it's bias, does it matter? Does a fringe group deserve to be treated without bias?
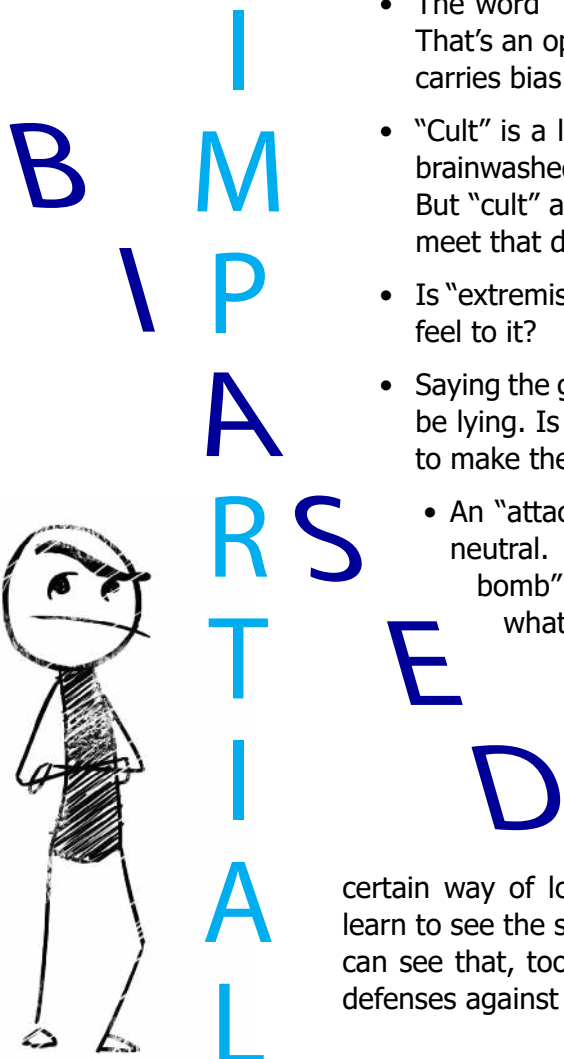
- The word "bizarre" is basically the same as saying the group is weird. That's an opinion. Dropping an opinion into a news story almost always carries bias along with it.

- "Cult" is a loaded word in our society that brings up mental images of brainwashed people engaging in unusual or even dangerous behavior. But "cult" also has an actual definition. Does the suspects' group really meet that definition?

- Is "extremist group" more neutral than "bizarre cult"? Is there a different feel to it?

- Saying the group member "claimed" she knew nothing implies she might be lying. Is there any evidence of that, or is the news outlet just trying to make the story more dramatic?

- An "attack" is a hostile act of aggression. "Set off a bomb" is more neutral. In this case, "attack" is probably accurate, but "set off a bomb" is less dramatic and tends to keep the attention more on what the person said rather than the bombers' motives.

Pay Attention

Most of us would prefer to make up our own mind based on the facts. We don't want to be manipulated. Without this kind of close observation, you might not even notice how a news story is steering you toward a certain way of looking at an issue or event. But by paying attention, you learn to see the slant that's being put on the story. Or, if there's no slant, you can see that, too. Learning to notice word choices is one of your strongest defenses against bias.

BIPARTIAL IMPARSED

Appendix B: Analyzing Bias Worksheet Grades 5-8

Framing the Story

News sites often include the first line of an article along with the headline. The headline and first line can frame the story all by themselves. Consider these two examples.

Hamas Attacks Israel, Israel Strikes Back
News for Kids
On Saturday, the militant Palestinian group Hamas surprised Israel with a large, violent attack.
Note: A militant is someone who believes in violent methods for reaching a goal. Sometimes militant groups take action as if they were in a war.

War grips Israel, Gaza after surprise Hamas attack
PBS Newshour Classroom
In an unprecedented surprise attack on Saturday, October 7, thousands of militants from Gaza crossed security barriers into Israel by land, sea and air, killing scores of Israeli citizens and soldiers.

1. Fill in the chart to compare the articles more closely. For each description, copy the exact text from the paragraphs.

What words in the headline or first line describe…	News for Kids	PBS Newshour Classroom
…the event being reported on?		
…the parties involved in the event?		
…the context of the event?		

…the global response to the event?		
…the sources of the article?		

Use the examples and the chart to answer these questions about word choice and framing.

What information do you learn about the event being reported on from each phrase?

How is that information similar? How is it different?

Explain what you think using these phrases suggests about how each news source views the event.

The News for Kids article defines the word "militant." How does this change your understanding of the articles?

Word Choice

One way that news sources may show bias is by the choice of words they use when reporting an event. Words have connotations: ideas or feelings that a word can make the reader have. Words with positive connotations are more likely to make a reader agree with the event being reported. But words with negative connotations are meant to upset or frustrate a reader about the event. Look at this headline from the CBC about the truce in Israel/Palestine:

Israel-Hamas truce is over. For 7 days, we saw emotional reunions.

1. What kind of connotations do the words in this headline have?

2. How does the reporter's word choice affect how the reader might feel about the truce?

3. Do you think the connotations of these words indicate bias?

Passive Voice

Not everyone agrees about what bias in journalism means. For example, some people think that passive voice is a problem, especially in articles about violence.
Passive voice describes a verb whose action is done to the subject, not by the subject. For example, "The dog bit the boy" is written in active voice. "The boy was bitten by the dog" is written in passive voice.
Look at these two headlines:

Israeli forces kill 2 Palestinian gunmen in West Bank raid (Reuters)
Several Palestinians killed in Israeli raid amid surging West Bank violence (PBS)

1. Which headline is written in passive voice?

2. Is there information missing when headlines are worded in passive voice?

3. Are there other reasons that headlines might be worded using passive voice?

4. Explain whether you agree or disagree that using active voice comes across as blaming the subject of the sentence. For example, in the example given above, does the phrase "The dog bit the boy" come across as blaming the dog? In these headlines, does "Israeli forces kill 2 Palestinian gunmen" come across as blaming the Israeli forces?

Appendix C: Analyzing Bias Worksheet Grades 9-12

Framing the Story

News sites often include the first line of an article along with the headline. The headline and first line can frame the story all by themselves. Consider these two examples.

New strikes hit Gaza as Israel-Hamas fighting resumes
By Kathleen Magramo, Antoinette Radford, Aditi Sangal, and Elise Hammond for CNN
Israeli airstrikes hit about 200 Hamas targets in Gaza, the Israel Defense Forces said in an update Monday, a day after the IDF announced it was expanding its ground operations to the entire enclave.

Israel-Gaza war: Israel bombards southern Gaza
NBC
Israeli Prime Minister Benjamin Netanyahu vowed to continue the war "until we achieve all its goals" as his military's push into packed southern Gaza raised global concern.

1. Fill in the chart to compare the articles more closely. For each description, copy the exact text from the paragraphs.

What words in the headline or first line describe…	CNN	NBC
…the event being reported on?		
…the parties involved in the event?		
…the context of the event?		

…the global response to the event?		
…the sources of the article?		

2. Use the examples and the chart in part 1 to answer these questions about word choice and framing.

    A. Consider the phrases "New strikes hit Gaza" and "Israel bombards southern Gaza."

       i. What information do you learn about the event being reported on from each phrase?

       ii. How is that information similar? How is it different?

       iii. Explain what you think using these phrases suggests about how each news source views the event.

    B. Consider the phrases "Israel-Hamas fighting" and "Israel-Gaza war." Do you think these phrases imply anything different that might suggest a certain view of the event being reported? Why or why not?

C. Consider the quote from Prime Minister Netanyahu in the NBC first line.

i. Does the inclusion of the quote in the NBC first line change how you think about the CNN first line?

ii. What do you think including the quote suggests about the NBC's view of the event?

iii. What do you think not including this quote, or any other quote, shows about CNN's view of the event?

Front Page News

A big story usually comes with several related stories. On a news site, these normally appear below the main story and have smaller headlines. Taken together, the main and related headlines can give you a pretty good idea of whether a publication has bias toward a particular perspective on an issue. Check out how these two big players, the Washington Post (top) and the New York Times (below), are currently presenting the events in Israel and Palestine.

Washington Post
Main Headline: Who will run Gaza after the war? U.S. searches for best of bad options
Related Headlines:
- Video footage shows Israeli troops demolishing the main courthouse in Gaza City
- U.N. official warns of another wave of displacement in Gaza
- Young Palestinian prisoners describe harsh treatment in Israeli jails
- Protesters now chant and challenge Biden over Gaza at every chance

New York Times
Main Headline: Militant Rocket Hit Base Linked to Israeli Nuclear Missile Program
Related Headlines

- Israeli Military's Focus on Southern Gaza Could Signal Expanded War
- Israel has accused Hamas of committing sexual violence during the Oct. 7 attacks. Here's what to know.
- Maps: See the territory in Gaza covered by the new evacuation order.

1. First, look only at the main headline for each news outlet. Ignore the smaller headlines. Based on the main headlines alone, how obvious is the difference in viewpoint between the two outlets?

NOT OBVIOUS ← ○——○——○——○——○——○——○ → VERY OBVIOUS
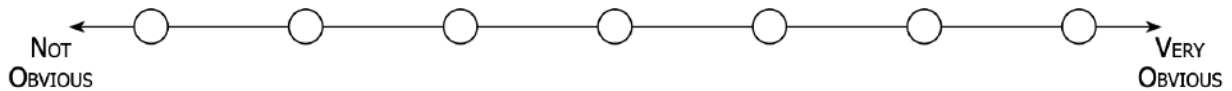
Explain what you see in these two headlines that led to your decision.

2. Now look at the main and smaller headlines together. These two news outlets are framing the events in Israel and Gaza differently. Describe each outlet's main focus. What angle is each one taking on the story?

The Washington Post

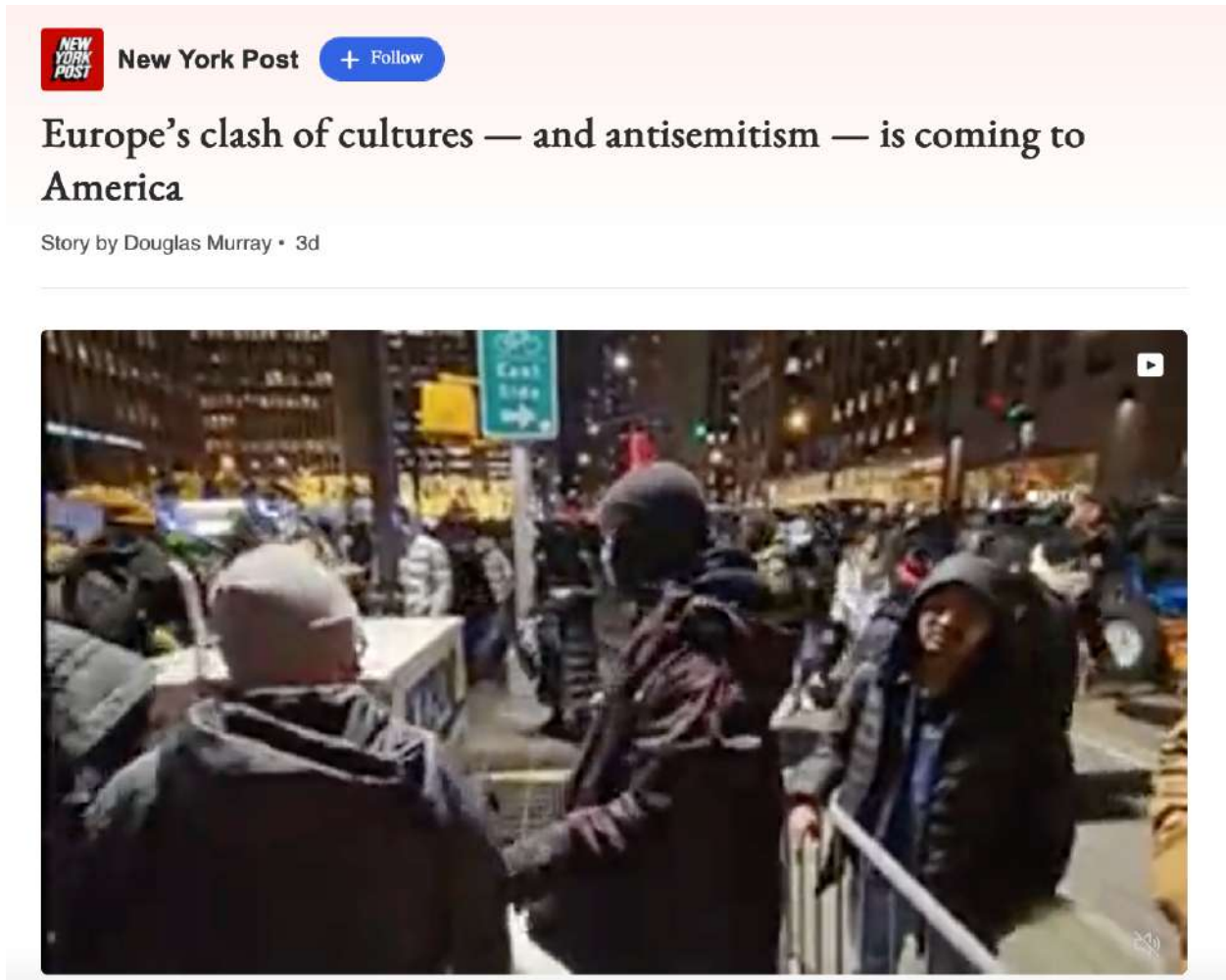The New York Times

Word Choice

One way that news sources may show bias is by the choice of words they use when reporting an event. Follow the link to an article about how reporters use word choice to affect the feelings of the reader, and even sometimes change the meaning of the story. The article talks about connotation. Connotations are ideas or feelings that a word can make the reader have. Words with positive connotations are more likely to make a reader agree with the event being reported. But words with negative connotations are meant to upset or frustrate a reader about the event. Look at this Tweet of a New York Post headline about anti-Israel protests in New York City.

1. Do any of the words in this headline indicate bias? Which ones?

2. What kind of connotations do the biased words have?

3. How does the reporter's word choice affect how the reader might feel about the protestors?

Headline vs. Article

Below is an image of the article that appears when the link in the above Tweet is clicked.

New York Post + Follow

Europe's clash of cultures — and antisemitism — is coming to America

Story by Douglas Murray • 3d

Do any of the words in this headline indicate bias? Which ones, and what connotations do they have?

How does the reporter's word choice affect how the reader might feel about the protestors?

How are these answers different from the answers to the same questions about the headline that appeared in the Tweet about this article?

Why might the Tweet about the article use different words than the article itself?

Passive Voice

Not everyone agrees about what bias in journalism means. For example, some people think that passive voice is a problem, especially in articles about violence.
Passive voice describes a verb whose action is done to the subject, not by the subject. For example, "The dog bit the boy" is written in active voice. "The boy was bitten by the dog" is written in passive voice.
Look at these two headlines:

[Israeli forces kill 2 Palestinian gunmen in West Bank raid](#) (Reuters)
[Several Palestinians killed in Israeli raid amid surging West Bank violence](#) (PBS)

1. Which headline is written in passive voice?

2. Is there information missing when headlines are worded in passive voice?

3. Are there other reasons that headlines might be worded using passive voice?

4. Explain whether you agree or disagree that using active voice comes across as blaming the subject of the sentence. For example, in the example given above, does the phrase "The dog bit the boy" come across as blaming the dog? In these headlines, does "Israeli forces kill 2 Palestinian gunmen" come across as blaming the Israeli forces?

Political Bias

Many news sources are known to be biased toward "the Left" (more liberal or Democratic) or toward "the Right"''(more conservative or Republican), and some are nearer to "the Center" (moderate or somewhere in between). Look at the image below from AllSides, which provides an article from each of these categories on the same news topic every day. Choose a story, and compare the headlines from the articles about this event from the Left, Center, and Right.

HEADLINE ROUNDUP

Pro-Palestine Protesters Chant Outside of Israeli-owned Falafel Restaurant in Philadelphia

On Sunday night, hundreds of Pro-Palestinian protesters marched through Philadelphia and congregated outside Goldie, a falafel restaurant owned by American-Israeli chef Michael Solomonov....

@thatJVG/Twitter

From the Center

Pro-Palestine Mob Swarms Jewish-Owned Falafel Shop in Philly: 'You Can't Hide, We Charge You With Genocide!'

The Messenger

From the Left

Hundreds rally for Gaza in Philly, stop to protest outside Goldie falafel shop

The Philadelphia Inc

From the Right

Pro-Palestinian Protesters Mob Jewish-Owned Philadelphia Falafel Restaurant: 'We Charge You With Genocide'

National Review (Ne

Select a few words from the three headlines that impact how a reader might feel about the topic.

Developed by Moira Armstrong for Teaching Against Erasure

1. What words did you find? Explain whether their connotations are positive or negative.

2. Based on the headlines, how do you think each reporter feels about the event they are writing about?

Appendix D: News Analysis Worksheet Grades 5-8

Framing the Story

How do the headline and first line frame this story?

How do the headline and first line make you feel as you prepare to read the rest of the article?

Word Choice

As you read the rest of the story, note any words with strong positive or negative connotations and how they impact your feelings or the story's meaning.

Is there passive voice in the article? If so, does it affect the information you learn from the article or the way you perceive the people/organizations/etc. that that article discusses?

Journalists' Tools

Does this article utilize any of the journalists' tools for eliminating bias (verification, fairness, awareness, framing, and word choice)?

Overall

Do you think this article is biased or unbiased?

Appendix E: News Analysis Worksheet Grades 9-12

Framing the Story

How do the headline and first line frame this story?

What does the word choice in the headline and first line tell you about how this news source views the story?

How do the headline and first line make you feel as you prepare to read the rest of the article?

Word Choice

As you read the rest of the story, note any words with strong positive or negative connotations and how they impact your feelings or the story's meaning.

How did you find this article? Is its presentation different when you read the whole story than when you read the headline, or any accompanying material (for example, a Tweet with the link to the story)?

Is there passive voice in the article? If so, does it affect the information you learn from the article or the way you perceive the people/organizations/etc. that that article discusses?

Political Bias

Can you tell whether the article comes from a left-leaning, right-leaning, or center-leaning news source?

Can you tell what impact the political leaning of the news source may have had on the article?

Journalists' Tools

Does this article utilize any of the journalists' tools for eliminating bias (verification, fairness, awareness, framing, and word choice)?

Overall

Do you think this article is biased or unbiased?