



Confirmation Bias

<p>Time Frame: 1 (50-minute) class period</p>	<p>Author: Justin Jacobek, Morton West High School jjacobek@jsmorton.org</p>
<p>Proven Practices</p> <ul style="list-style-type: none"> ✓ Use of current & controversial issues ✓ Simulations of democratic practices (Deliberations) 	
<p><u>IL Social Studies Standards & Civics Standards</u></p> <p><u>SS.IS.5.9-12:</u> Identify evidence that draws information from multiple sources to revise or strengthen claims.</p> <p><u>SS.IS.7.9-12:</u> Articulate explanations and arguments to a targeted audience in diverse settings</p> <p><u>SS.CV.6.9-12:</u> Describe how political parties, the media, and public interest groups both influence and reflect social and political interests</p> <p><u>SS.CV.5.9-12:</u> Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.</p>	<p><u>CCSS/ELA History/Social Studies Standards</u></p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>Essential Question: How can Confirmation Bias affect how we consume news media?</p>	<p>Supporting Questions</p> <ul style="list-style-type: none"> • Which online sources did you trust and which ones did you not trust when looking online? • Did your original opinion of the song change after discussing it with the other groups? • Which lyrics stood out to you and why? • How were the same lyrics interpreted differently by the other groups? • How does your interpretation compare/contrast with what you believe the themes of the film are?
<p><u>Resources Required</u></p> <ol style="list-style-type: none"> 1. Internet access to show YouTube video of the song <i>Let It Go</i> from Disney's <i>Frozen</i>. https://www.youtube.com/watch?v=L0MK7qz13bU 	<p>Recommended Procedures (Jigsaw)</p> <ol style="list-style-type: none"> 1. Provide introductory information about the term and meaning "Confirmation Bias" (2 minutes) 2. Discuss examples, and have students, if possible, explain examples they have experienced. (2 minutes)



<ol style="list-style-type: none">2. Students will need devices or their own cellphones for online research3. Possible guided questions to foster discussion amongst the groups	<ol style="list-style-type: none">3. Place students in groups up to four-six. Place the song interpretations (attached) face down in the middle of the group and begin introducing the song. (3 minutes)4. Have students flip over their assigned role and explain to the students that as the song plays, they should make a note of lyrics that they feel uphold their interpretation of the song. (5 minutes)5. Have groups discuss their interpretations amongst each other. (5-7 minutes)6. Following the discussion, allow the students 5-7 minutes to perform a simple Google search to determine if there is any further information on the Internet that might support their claim.7. Have one student from each group break off to form a new group with one member representing each interpretation. (1 minute)8. These new groups should each share their interpretations and debate what they feel is the message behind the song. (5-7 minutes)9. Students should report out and discuss their interpretation and counter-arguments for other interpretations. (2 minutes per group 8 total)10. Have students pick a group that best reflects their interpretation of the issue or write their own unique statement.11. Have students write a paragraph summarizing their position on the issue, addressing claims and counter-claims. Teachers could use tools such as google classroom & blackboard.com to promote on-line deliberation.
<p>Possible Extensions</p> <ul style="list-style-type: none">• Students can research other interpretations of <i>Let It Go</i>• Students can write alternative lyrics to <i>Let It Go</i> that could further emphasize their interpretation of the song.• Students may be tasked with finding other songs with lyrical content that may have several interpretations.	<p>Differentiation</p> <p>Advanced students may be asked to research all four interpretations on their own, and craft arguments and counter-arguments for each one.</p> <p>For classes that need more literacy support, the lyrics may be printed and distributed ahead of time, so the students can follow along as the song plays.</p> <p>Deliberation can occur without the initial groups. Students can start in groups of 4 and have each one give a different interpretation and they discuss within their own group rather than reporting out as a class to save time.</p>



Possible Assessments

- in class deliberation
- Vote
- four corner check
- Blog

...a teenager coming of age.

The lyrics simply follow the plot of the movie and illustrate a frustrated teenager who wants to be her own person.

...gay.

The lyrics are a metaphor for a teenager revealing to the world that he/she is gay.

...autistic.

The lyrics are intended to explain what an autistic person feels inside, and how they relate to the world around them.

...a feminist.

The lyrics represent the singer's desire to shake off the confining stereotypical gender roles developed by the world around them.