**WHAT'S IN A NEWS STORY?**

**TERRORISTS AND THE MEDIA: PRE-VISIT**

**OVERVIEW** In this lesson, students will examine bias and the media. To do so they will investigate the media’s portrayal of the terrorist attacks on the United States on September 11, 2001, through guided internet research. Students will look at both domestic and international portrayal of the attacks to ascertain similarities and differences.

**AGE GROUP**
Grades 9-12, College Level

**CO Grade Level Expectations/HS Social Studies Standards**

**History**
1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources.
2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.

**Common Core Standards (Grades 11-12)**

**Writing**
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

**Reading**
2. 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.
6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea.

**Length of Lesson**
60-90 minutes

**Rationale**
Before visiting the “Terrorists and the Media” section, students will speculate about and research the role of bias in the media by using the terror attacks on the United States on September 11, 2001 as their example. Being able to assess and compare media reports helps students learn how to critically interpret information.
Upon completion of this lesson, students will be better able to:
• Define bias and what is not bias;
• Identify types of media; and
• Analyze how domestic and international media portrayed the terrorist attacks on the United States on September 11, 2001, and the role of bias in the portrayals.

Materials
• Worksheet 1: Warm-up/Bell Starter Questions
• Teacher Reference 1
• Computers with internet access
• LCD projector (optional)
• Worksheet 2: Media and Bias

Lesson
1. Warm-up/Bell Starter:
   a. Distribute Worksheet 1: Warm-up/Bell Starter Questions and have students answer them on a piece of paper or in their journals.
   b. Once students have answered the questions, discuss them as a class while writing their answers on the board.
   c. Use Teacher Reference 1 as a guideline for discussion.

2. Distribute and explain Worksheet 2. If you have an LCD projector, show students how to navigate the websites before they begin their assignment.
   a. Depending on time, the questions in number 2 can be completed for homework.

3. Depending on time, students can turn in the completed assignment before leaving class or complete the questions in number 2 for homework.

4. Explain to students that when they visit the exhibit, they will look at how terrorists use the media to promote their beliefs.
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Warm-up/Bell Starter
Worksheet 1: Pre-Visit

1. Create a list of different types of media.

2. What is the definition of bias?

3. What role does bias play in the media?

4. What role should bias play in the media?

5. Is it possible to have no bias in media? Explain.
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TERRORISTS AND THE MEDIA: PRE-VISIT

WARM-UP/BELL STARTER

TEACHER REFERENCE 1: PRE-VISIT

1. Create a list of different types of media.
   a. Newspapers
   b. Television
   c. Radio
   d. Internet – websites, blogs, social networking
   e. Music
   f. Cell phones – texting
   g. Billboards, signs, posters
   h. Video games
   i. Movies/videos

2. What is bias?

   An inclination of temperament or outlook; especially: a personal and sometimes unreasoned judgment

3. What role does bias play in the media?

   Answers will vary, but should convey knowledge of the role of bias in media.

4. What role should bias play in the media?

   Answers will vary, but should convey knowledge of the role of bias in media.

5. Is it possible to have no bias in media? Explain your answer.

   Answers will vary, but should convey knowledge of the role of bias in media.
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#### Terrorists and the Media: Pre-Visit

**Bias and the Media: September 11, 2001**  
**Worksheet 2: Pre-visit**

**Directions:**

1. Using the following Internet sites to investigate bias in the media following the terrorist attacks in the United States on September 11, 2001, complete the chart below by finding three domestic and three international news sources.

   a. **Domestic media**
      
      
      
       (When viewing 40 images per page, the domestic newspapers are on pages 1, 2, and part of 3.)

   b. **International media**
      
      
       (When viewing 40 images per page, the international newspapers begin on the middle of page 3.)

<table>
<thead>
<tr>
<th>Media Source Title</th>
<th>Domestic or International Source?</th>
<th>Media Title</th>
<th>Media Date</th>
<th>Explanation of Bias</th>
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2. After your research, answer the following questions in paragraph form.
   a. Is there more or less bias in United States media as compared to international media? Explain your answer using information from your research.

   b. How are images used to enhance or decrease bias? Explain your answer using examples from your research.

   c. Does the level of bias increase or decrease as the date of publication gets further from the date of the event? Explain with details from your research.

   d. How did media bias affect people's knowledge of terrorism? Include specific examples to back up your answer.