



## News, Perspective, Bias - Beginning

### Overview

Students think critically about how perceptions of events are shaped by the storyteller, then consider the importance of taking multiple perspectives into account when reviewing stories and drawing conclusions about events.

### Teacher Background

- [Boston Massacre](#) Encyclopedia Britannica
- [Media Bias chart](#) ad fonts media

### Digital Resources

- [The True Story of The Three Little Pigs](#) KidLit TV
- [Primary source 1 record](#)
- [Primary source 2 record](#)
- [Perspectives on the Boston Massacre](#) Massachusetts Historical Society

### Materials

- Computer with Internet access & digital display
- Digital document, white/chalkboard or chart paper
- [Primary source 1](#) 1 for each group
- [Event Happenings worksheet](#) 1 for each student
- [Primary source 2](#) 1 for each group
- [Venn Diagram](#) 1 for each student

### Implementation

#### Spark Inquiry (15 minutes)

1. Ask for a student volunteer to provide a quick summary of the story of *The Three Little Pigs* in 1 minute or less.
2. Show [The True Story of The Three Little Pigs video](#).



3. Discuss student reactions to the story and discuss perspective (the way in which someone thinks about and interprets situations that is influenced by personal knowledge and experience), noting that each individual brings their own history and experiences to bear when interpreting events.

### **Deepen Inquiry (20 minutes)**

4. Divide students into groups of at least 4 and give each group a copy of Primary source 1 and each student an Event Happenings worksheet (see Materials). Direct students to work together to analyze the image and for each student to complete the worksheet.
5. Give each group a copy of Primary source 2 and each student a Venn Diagram (see Materials), directing students to look closely to notice details to compare and contrast the images.
6. Discuss student analyses, noting key findings in a digital document, on the board, or on chart paper.
7. Inform students that the creators of both the images were Americans and neither creator was present at the event: the first image was copied from someone else's image, who also wasn't present; the second image was created nearly 100 years afterwards. Ask them how this information affects their view of the reliability of the sources. Then ask students: Whose story would you like to hear in order to get a better understanding of what happened that day?
8. Share with students the information from the first three paragraphs of the article, [Perspectives on the Boston Massacre](#).
9. Discuss how this information influences their understanding of the event.

### **Connect & Act (10 minutes)**

10. Discuss how people find out about news and events related to friends, school, community, and country (e.g., social media, websites, television news, magazines, newspapers, etc.). Then discuss why it is important to consider multiple perspectives when reviewing stories and drawing conclusions about events.
11. Instruct students to reflect on a situation from their own lives when they may not have considered other perspectives to use as an exit ticket.