ACTIVITY 3.1

Previewing the Unit

LEARNING STRATEGIES: Close Reading, Graphic Organizer, Marking the Text, Summarizing, Paraphrasing, Think-Pair-Share

My Notes

Learning Targets

- Examine the key ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge necessary for success in completing the Embedded Assessment.

Making Connections

If you have ever listened to talk radio, watched cable "news" shows, or browsed the Web for blogs, you may see many different versions of the same information. Some news is presented with a biased point of view, and when it comes to the expression of editorial opinions, sources often rely heavily on language and evidence that attempt to persuade by manipulating. So when you come into contact with the news, you should ask what information you are receiving and not receiving, where that information came from, and whether the purveyor of the news might have had an agenda. In this unit, you will learn more about how to identify bias and how language is sometimes used as a substitute for logic. Good writers use evidence and reasoning to support their claims; the failure to do so can result in fallacies.

Essential Questions

Based on your current knowledge, respond to the essential questions.

1. How do news outlets impact public opinion or public perception?

2. How does a writer use tone to advance an opinion?

INDEPENDENT READING LINK

To enhance this unit's focus on media and the free exhange of ideas in a democracy, read a variety of current-event articles, editorials, news publications, and satrical commentaries on various topics of interest.

Or consider reading novels or non-fiction on issues of historical and contemporary interest. Consider authors such as Theodore Dreiser, Upton Sinclair, Sinclair Lewis, and John Steinbeck, as well as more contemporary authors such as Michael Pollan and Barbara Kingsolver.

Unpacking Embedded Assessment 1

Read the assignment for Embedded Assessment 1: Creating an Op-Ed News Outlet.

> Working in groups, your assignment is to plan, develop, write, revise, and present an informational article on a timely and debatable issue of significance to your school community, local community, or national audience. After your group completes its article, you will individually develop a variety of editorial products that reflect your point of view (agreement, alternative, or opposing) on the topic. Be creative with your editorial products and include at least two or three different pieces, such as cartoons, editorials, letters, posters, photos, and so on.

With your class, read closely and mark the text for the knowledge and skills you must have to successfully complete this project.

© 2014 College Board. All rights reserved.