**Lesson Title** **Subject Area**

Bias in Historical Literature. History/Social Studies

                                        **Grade Level                                                  Length**

                                                 6-8                                One hour

**Wholeness of the Lesson**

It is important to understand that all accounts of historical events contain elements of the attitude and personality of the author, called bias. The task of a historian is to analyze these accounts and identify the bias, inferring deeper meaning of the author’s unexpressed intent and developing an objective understanding of history. *From the Science of Creative Intelligence we learned that all individuals are the manifested creation of the Unified Field. Pure consciousness, when manifested through the individual, is altered and unique to each individual intellect* *and nervous system; creating a diverse population. It is important to examine historical literature for these expressions of individuality in our search for an objective understanding of the past.*

**Main Points**

1. Historical literature is filled with personal bias.

*Pure consciousness expressed through the body and mind creates diversity and individuality which appears in and affects oral and written accounts of history.*

1. Historians must be able to identify and analyze bias to infer deeper meaning of the writing and its intention and develop an objective understanding of our past.

*We must identify and address the bias in historical literature to create an objective understanding of history.*

**Learning Outcome**

Students will be able to identify bias in historical literature.

Students will be able to analyze bias and make inferences about the author, his/her intent and the historical event.

**National standards**

This lesson satisfies the following national standards:

CCSS.ELA-Literacy.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

**Approach**

Because this lesson contains a skill and a concept my approach will contain elements of both the classic direct skill and concept approach.

**Materials**

The materials required for this lesson include: Powerpoint or lecture notes (optional), images for image bias exercise, selected examples of bias in literature, internet access or resources for students to find their own examples of bias in literature, the assessment handout and something for the students to take notes with.

**Review**

This is a fundamental lesson of the course and will be one of the first concepts to be taught.

**Introductory Focus**

We will explore this concept throughout the entirety of this course in the context of the American Revolution but the introductory focus will be an image exercise that involves showing the students two images and asking them the first word that comes to mind. This exercise will demonstrate their own personal bias in action and should inspire discussion and interest in the lesson.

**Wholeness**

The main idea of this lesson is that bias is a natural and unavoidable phenomenon that must be analyzed and addressed in life.

**Motivation Step**

After this lesson students will be able to identify and analyze bias in historical literature and improve themselves, as historians, in finding an objective understanding of history.

**Agenda**

This lesson will be composed of:

An introduction to the concept.

An “image exercise”.

A guided discussion.

A guided exercise.

An assessment.

**Procedures**

1. Lecture or powerpoint on bias in historical literature.
2. Image exercise. Students will be shown two images and asked to write the first word that comes to mind. The images are of an “American patriot” and an “Islamic protestor” The student's response will naturally demonstrate their personal bias.
3. Guided discussion. We can use essential questions to inspire discussion and then follow the discussion wherever the student's want to go with it.
4. Guided exercise. We will identify and analyze bias in historical literature as a class.
5. Assessment. Students will be asked to identify one example of bias in two passages regarding the American Revolution.

**Assessment**

Identify one example of bias from each of the following passages and write a short analysis of both of your examples.

1. The American Revolution was an event of sweeping worldwide importance. A costly war that lasted from 1775 to 1783 secured American independence and gave revolutionary reforms of government and society the chance to continue. At its core, the war pitted colonists who wanted independence and the creation of a republic against the power of the British crown, which wanted to keep its empire whole. At certain times and in certain places, Americans fought other Americans in what became a civil war. From the family whose farm was raided, through the merchant who could not trade, to the slave who entered British lines on the promise of freedom, everyone had a stake in the outcome.

2. Around 1776, certain important people in the English colonies made a discovery that would prove enormously useful for the next two hundred years. They found that by creating a nation, a symbol, a legal unity called the United States; they could take over land, profits, and political power from favorites of the British Empire. In the process, they could hold back a number of potential rebellions and create a consensus of popular support for the rule of a new, privileged leadership.

**Fulfillment, Summary, and Closing**

At the end of the lesson, we will recap the importance of the knowledge and skills and allow students to express their feelings about the lesson. We will revisit the content of this lesson frequently throughout the rest of the unit as we delve into historical resources from many different backgrounds.