



# Bias and Opinion

## General Vocabulary Words

- **Bias-**  
A particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned.
- **Debate-**  
To engage in an argument or discussion involving opposing viewpoints.
- **Argument-**  
An oral disagreement; verbal opposition; contention; **debate**.
- **Prejudice-**  
An unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.
- **Opinion-**  
A personal view, attitude, or appraisal.
- **Fact-**  
That which actually exists or is the case; reality or truth.
- **Fiction-**  
The class of literature comprising works of imaginative narration; not true.
- **Unconscious Bias-**  
Social stereotypes about certain groups of people that individuals form outside of their own conscious awareness.



# Bias and Opinion

## Vocabulary Words: Laborers' Riot Article

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- **Unconscious Bias-**  
Social stereotypes about certain groups of people that individuals form outside of their own conscious awareness.
- **Riot-**  
(noun) A noisy, violent public disorder caused by a group or crowd of people, (verb) to take part in a disorderly public outbreak.
- **Rioter-**  
A person who takes part in a riot or disorderly, often violent, public outbreak.
- **Immigrant-**  
A person who migrates (moves) to another country, usually for permanent residence.
- **Laborer-**  
A person engaged in work that requires bodily strength rather than skill or training.



# Bias and Opinion

## Vocabulary Words: Spite Fence Article

- **Bias-**  
A particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned.
- **Debate-**  
To engage in an argument or discussion involving opposing viewpoints.
- **Argument-**  
An oral disagreement; verbal opposition; contention; **debate**.
- **Prejudice-**  
An unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.
- **Opinion-**  
A personal view, attitude, or appraisal.
- **Fact-**  
That which actually exists or is the case; reality or truth.
- **Fiction-**  
The class of literature comprising works of imaginative narration; not true.
- **Unconscious Bias-**  
Social stereotypes about certain groups of people that individuals form outside of their own conscious awareness.
- **Spite-**  
A malicious, usually petty, desire to harm, annoy, frustrate, or humiliate another person.
- **Rife-**  
Of common or frequent occurrence; in widespread existence, activity, or use.
- **Estate-**  
A piece of landed property, especially one of a large extent with an elaborate house on it.
- **Homestead/Homesteader/Homesteading-**  
A lifestyle of self-sufficiency, in which a grant of land would be purchased by a homesteader who then built their home (homestead) on that tract of land.



# Bias and Opinion

Castle in the Classroom

## Tic-Tac-Toe

### **MATERIALS:**

Tic-Tac-Toe word cards (provided) and game board (provided)

### **GAME VARIATION:**

Included are two card sets: one with the word form of the vocabulary word and one with the picture form of the vocabulary word.

### **HOW TO PLAY**

- To play, students will play regular tic-tac-toe by placing down one of the vocabulary cards onto the spot they claim.
- Instead of moving on, they have to spot and define the word.
- If defined correctly, then they can draw their X or their O on top of the card to claim it and that spot.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Bias and Opinion

## TIC-TAC-TOE

Place the vocabulary card in one of the spaces you choose to claim. Before you move on you  
If you define the vocabulary word correctly, you may draw an X or O (whichever you choose to  
play with!)




# Bias and Opinion

# TIC-TAC-TOE

## VOCABULARY WORD CARDS

Print and cut out the vocabulary word cards for students to define during tic-tac-toe.


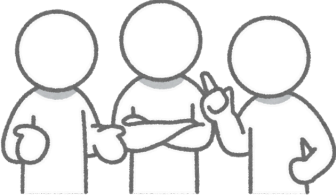
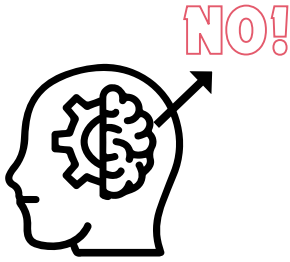

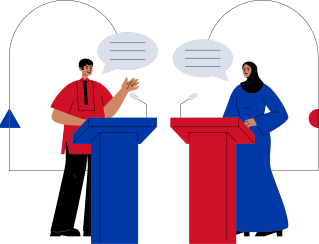



Bias	Fact	Argument
Debate	Opinion	Prejudice
Unconscious Bias	Fiction	

# Bias and Opinion

# TIC-TAC-TOE

## VOCABULARY WORD CARDS

Print and cut out the vocabulary word cards for students to define during tic-tac-toe.

<p>Fact</p> 	<p>Opinion</p> 	<p>Unconscious Bias</p> 
<p>Fiction</p> 	<p>Debate</p> 	<p>Bias</p> 
<p>Prejudice</p> 	<p>Argument</p> 	



# Bias and Opinion

Castle in the Classroom

## Word Search

### **MATERIALS:**

- Word Search handout
- Answer Key provided

### **DESCRIPTION:**

Students will complete the word search on the following page. The words included are the general vocabulary terms for this lesson. They are not specific to the Spite Fence article or the Laborers' Riot article, but do have terms that cross over.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Bias and Opinion

## Word Search

Can you find the words hidden in the puzzle?

C	S	N	U	R	A	I	N	D	O	W	D
U	N	L	P	M	H	K	O	E	T	U	F
N	A	D	F	A	C	T	O	B	I	R	I
C	W	E	O	R	A	R	B	A	E	I	C
O	B	Y	M	G	S	F	N	T	D	C	T
N	E	F	U	U	F	O	C	E	I	K	I
S	L	B	A	M	T	T	B	U	S	O	O
C	L	D	B	E	K	I	I	I	G	S	N
I	R	P	R	M	T	E	C	T	A	U	N
O	P	I	N	I	O	N	T	O	R	S	S
U	F	C	O	N	F	O	V	L	U	N	N
S	S	P	R	E	J	U	D	I	C	E	E

**ARGUMENT**

**DEBATE**

**BIAS**

**UNCONSCIOUS**

**PREJUDICE**

**FICTION**

**OPINION**

**FACT**

# KEY



## Bias and Opinion Word Search



ARGUMENT

DEBATE

BIAS

UNCONSCIOUS

PREJUDICE

FICTION

OPINION

FACT



# Bias and Opinion

Castle in the Classroom

## Biased vs. Unbiased Sorting Activity

### MATERIALS:

- Code handout
- Bias and Unbias sentences (you may cut out and have students pull one at a time to sort or simply print a copy for each student and have them label or color code).
- Answer Key provided

### DESCRIPTION:

Students will sort 16 scenarios into biased and unbiased categories. Direct students to count each piece for biased and unbiased after they sort, writing the total pieces for each category on the correlating line.

### DIRECTIONS:

1. Read the scenario on each piece.
2. Sort each piece into either biased or unbiased based on the scenario described.
3. Once all pieces are sorted, count the number of biased pieces and the number of unbiased pieces.
4. When all pieces are sorted, add each piece for biased (B) and unbiased (U), then use the following formula: **10 (B X U)** to crack the code!

Name: \_\_\_\_\_

Date: \_\_\_\_\_



BIASED

UNBIASED

# OF BIASED PIECES: \_\_\_\_\_

# OF UNBIASED PIECES: \_\_\_\_\_

### THE CODE:

The code will be the product of the number of biased pieces and the number of unbiased pieces multiplied by 10.

Use the following formula to solve:

$10 (B \times U) =$

--	--	--

\*B = Biased U= Unbiased\*

Name: \_\_\_\_\_

Date: \_\_\_\_\_



A teacher conducts a survey in class asking students about their favorite subject. The teacher only asks the top-performing students.

In a classroom, the teacher assigns seats by drawing names randomly from a hat.

A teacher pays more attention to students who are consistently well-behaved and achieve high grades.

During a probability experiment, a student discovers that a dice they are using has been tampered with. One of the sides is slightly heavier.

Sara believes all dogs are mean because all the dogs she's encountered have barked at her.

Thomas believes all people who wear glasses are smart.

A teacher grades students' assignments based on a rubric that outlines specific criteria for evaluation.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



A history textbook predominantly focuses on the achievements and contributions of a particular gender, ethnic group, or nationality while downplaying the achievements of others.

During physical education class, the teacher consistently picks the same group of students as team captains.

A teacher consistently assigns boys to perform physically demanding tasks during PE class, while assigning girls to less physically active roles.

During a class discussion, a teacher consistently gives more speaking time to a few outspoken students.

A teacher presents a diverse range of reading materials that represent various cultures, perspectives, and genres.

A teacher consistently holds lower expectations for students of a particular racial or ethnic background, assuming they are less capable.

In a social studies class, the teacher facilitates discussions on historical events by presenting multiple perspectives and encouraging students to consider different viewpoints.

ANSWER KEY

BIASED

UNBIASED

# OF BIASED PIECES: 9

# OF UNBIASED PIECES: 6

**THE CODE:**

The code will be the product of the number of biased pieces and the number of unbiased pieces multiplied by 10.

Use the following formula to solve:

$10(B \times U) =$

5 4 0

\*B = Biased U= Unbiased\*



## ANSWER KEY

A teacher conducts a survey in class asking students about their favorite subject. The teacher only asks the top-performing students. **biased**

In a classroom, the teacher assigns seats by drawing names randomly from a hat. **unbiased**

A teacher pays more attention to students who are consistently well-behaved and achieve high grades. **biased**

During a probability experiment, a student discovers that a dice they are using has been tampered with. One of the sides is slightly heavier. **biased**

Sara believes all dogs are mean because all the dogs she's encountered have barked at her. **biased**

Thomas believes all people who wear glasses are smart. **biased**

A teacher grades students' assignments based on a rubric that outlines specific criteria for evaluation. **unbiased**



## ANSWER KEY

A history textbook predominantly focuses on the achievements and contributions of a particular gender, ethnic group, or nationality while downplaying the achievements of others. **biased**

During physical education class, the teacher consistently picks the same group of students as team captains. **biased**

A teacher consistently assigns boys to perform physically demanding tasks during PE class, while assigning girls to less physically active roles. **unbiased**

During a class discussion, a teacher consistently gives more speaking time to a few outspoken students. **biased**

A teacher presents a diverse range of reading materials that represent various cultures, perspectives, and genres. **unbiased**

A teacher consistently holds lower expectations for students of a particular racial or ethnic background, assuming they are less capable. **biased**

In a social studies class, the teacher facilitates discussions on historical events by presenting multiple perspectives and encouraging students to consider different viewpoints. **unbiased**



# Bias and Opinion

Castle in the Classroom

## Four Corners Debate

### **MATERIALS:**

- Four Corners Debate worksheet

### **DESCRIPTION:**

This activity elicits the participation of all students by requiring everyone to take a position. By drawing out students' opinions on a topic they are about to study, it can be a useful warm-up activity. By asking them to apply what they have learned when framing arguments, it can be an effective follow-through activity.

### **DIRECTIONS:**

1. Share the question/statement with the students and get them to circle their corner of choice.
2. Prompt students to write their reasons independently. When a sufficient amount of time has been given, call out "Four Corners," and get the students to go to the corner they circled.
3. Once the students are there, have them add new reasons in support of that argument.
  - a. Then, the students will choose a person to represent their corner and present their argument.
4. After all the groups have gone, give the corners a chance to "poke holes" in the arguments of others.
  - a. In the end, give students time to reflect on whether or not they would like to change groups.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Question/Statement:** Life at Lucknow represented a unique blend of opposing values, successfully embracing the contrasts of tradition and modernity. Does modernity shape how we view life at the Lucknow more than tradition, today?

**Circle your Opinion:**

Somewhat Agree

Strongly Agree

Somewhat Disagree

Strongly Disagree

**My Reasons:** Why did you choose this corner?

1.

2.

3.

**New Reasons:** Discuss with your group and write down new reasons.

1.

2.

3.

**Poke Holes:** Choose an argument from another group that you would like to respond to.

**Reflect:** Have you decided to change your corner? Why or why not?



# Bias and Opinion

Castle in the Classroom

## Constructing an Argument

### **MATERIALS:**

- Evidence Organizing Template

### **DESCRIPTION:**

Students will choose their position on the topic question on the worksheet found on the next page.

### **DIRECTIONS:**

1. Explain technology and nature to students:
  - a. Nature and technology are two distinct concepts that often overlap in our everyday lives. Nature is the world around us, its physical characteristics, its biological and geological processes, and its living organisms. Technology, on the other hand, is the application of scientific knowledge for practical purposes.
2. Allow students to spend some time researching in order to construct an argument based on their position on the topic question.
3. After the template is complete, students may (1) write an argumentative essay or (2) take part in a classroom debate.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Use the template below to organize evidence to construct an argument that supports your position on the following topic.

TOPIC: **Does nature or technology impact our everyday lives more?**

<p><b><u>PATHOS</u></b> MAKE YOUR AUDIENCE <i>FEEL</i> SOMETHING. APPEAL TO THEIR SOFT SIDES.</p>	
<p><b><u>ETHOS</u></b> ESTABLISH YOURSELF AS AN AUTHORITY FIGURE. WHY SHOULD YOUR AUDIENCE LISTEN TO YOU?</p>	
<p><b><u>LOGOS</u></b> USE FACTS, STATISTICS, AND LOGICAL REASONS TO SUPPORT YOUR ARGUMENT. GIVE YOUR AUDIENCE PROOF!</p>	
<p><b><u>COUNTER-ARGUMENT</u></b> WHAT IS THE OPPOSITE ARGUMENT OF YOURS? BRING IT UP AND THEN DESTROY IT!</p>	



# Bias and Opinion

Castle in the Classroom

## Fill in the Blank

### **MATERIALS:**

- Fill in the Blank worksheet
- Answer Key provided

### **DESCRIPTION:**

Students complete the attached worksheet using the vocabulary words provided in the word bank. For differentiated instruction, students may benefit from using the vocabulary definition handout (page 1 of this packet).



# Bias and Opinion

Castle in the Classroom

## ANSWER KEY

opinion

fact

unconscious bias

debate

bias

argument

fiction

prejudice

1. A trend or feeling that is       **bias**       is preconceived or unreasoned.
2.       **Fiction**       is a form of literature that is not true.
3. When someone is       **prejudice**       feelings are formed without reason.
4. A       **debate**       occurs when there are different viewpoints being discussed.
5. When someone has a personal view on something, it is their       **opinion**      .
6. Stereotypes that form outside of ones own awareness is       **unconscious bias**      .
7. Part of a debate is an       **argument.**      .
8. A       **fact**       is the truth and can be proven.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Bias and Opinion

Use the vocabulary words from the word bank to complete each sentence by filling in the blanks.

opinion	fact	unconscious bias	debate
bias	argument	fiction	prejudice

1. A trend or feeling that is \_\_\_\_\_ is preconceived or unreasoned.
2. \_\_\_\_\_ is a form of literature that is not true.
3. When someone is \_\_\_\_\_ feelings are formed without reason.
4. A \_\_\_\_\_ occurs when there are different viewpoints being discussed.
5. When someone has a personal view on something, it is their \_\_\_\_\_.
6. Stereotypes that form outside of ones own awareness is \_\_\_\_\_.
7. Part of a debate is an \_\_\_\_\_.
8. A \_\_\_\_\_ is the truth and can be proven.