

Example CMD Activity Plan:

HS Global: Analyzing Bias in Maps

See the lesson [the Politics of Maps](#) - Israel/Palestine
Watch a 5-minute [demonstration](#) video of this activity

1) Teaching Context

- **Grade level:** 10-11
- **Subject area:** Global Studies
- **Unit:** Middle East, Arab Israeli conflict
- **What might come before or after this activity:** Students will have been studying the history of the Arab Israeli conflict for 2 weeks prior to this activity. It will be an assessment of sorts, asking them to apply their knowledge of the conflict and differing perspectives.
- **Other relevant contextual information:** This activity will help prepare students for their upcoming role-play where they will debate from the perspectives of the different Middle East leaders that they have been researching. This and other media decoding activities will prepare them to understand the use of language and facts to promote a particular position.

2) Content Objectives:

- Students will apply their historical knowledge of the Arab/Israeli conflict to the analysis of maps
- Students will analyze political and historical themes communicated in maps

Literacy/Critical Thinking Objectives: (i.e. CCSS for literacy, media literacy)

- Students will distinguish between fact and opinion
- Students will understand how “objective” facts can be used to promote a perspective or “bias”

3) Document(s) description and link:

One Israeli and one Palestinian map from Project Look Sharp’s [Media Construction of the Middle East](#), Unit 2, lesson 6, maps #1 and #2

4) Key Questions:

- *What perspective does this map reflect; Israeli or Palestinian and/or What are the key messages in this map about the Arab Israeli conflict?*
- *Are maps fact or opinion? Are maps objective or biased?*

5) Decoding Plan:

- Activate students Velcro Buds (questioning) through asking if maps are fact or opinion. Have students grapple with that question after they have delved into analyzing the maps. Look for the best opportunity to go back to the question of fact vs. opinion.
- Give students time to read the maps and Keys. If each student does not have a color-coded map, I will need to point out some of the harder to read aspects of the maps (e.g. colors in map #1). Tell students that some maps are from Israeli web sites, others from Palestinian web sites. Hopefully they ask what *that* means (they are all PA or Israeli government related sites).
- Initial questions about the perspective and key themes of each map, probe for evidence in the document to back up their interpretations (i.e., “What makes you say that?” “Where do you see that in the map?”). If student gives an incorrect response (i.e., “Israeli” for map #1) ask for other opinions or take a vote and then probe with the students who have the correct interpretation. For key themes (i.e., unjustified nature of Zionism for map #1 and Arab aggression in map #2) probe down (“Tell me more”) for key historical information and an understanding of perspective/bias.
- After students have demonstrated their understanding of the key Palestinian and Israeli themes, return to the question of whether maps are biased or objective. If they see maps as *objective*, probe around the *biased* nature of the themes communicated in the maps. If they see maps are *biased*, probe about the *objective* nature of the facts shown in maps. Need to recognize and understand that facts can be used to promote a particular point of view/bias.