

ARRAY101

Never Stop Learning

"WHEN THEY SEE US" - ARRAY Field Study

Fair and Balanced? Media Bias & Data Analysis - Educator Guide

***"We have to uphold free press and freedom of speech - because, in the end, lies and misinformation are no match for the truth."
- President Barack Obama***

Overview:

The goals of this project are to use the emotional impact of *When They See Us* Episode One to give students experience with detecting bias in the media, introduce them to data analysis and expose them to careers in journalism.

The instructions ask the students to form teams, take on journalistic roles and create two 60-second media segments from two opposing viewpoints. These segments must be backed up by data visualization of actual arrest statistics from the New York City Police Department.

The project allows students to deeply and authentically engage in an experience that is meaningful to their lives and helps them to develop crucial skills including collaboration, quantitative thinking, writing, visual and verbal communication, along with giving and receiving feedback and exposure to new careers.

The project can be done in either a physical or virtual classroom setting.

Breakdown of the Day

- Watch *When They See Us* Episode 1 (1 hour)
- Watch the kick-off video (2 minutes)
- Break out into teams & assign roles (15 minutes)
- Student work time (3-5 hours)
- Present finished media segments (5 minutes per team)
- Discuss & analyze segments (10 minutes per team)
- Reflection questions (30 minutes)
- Brainstorm ways to bring what you've learned to your community (30 minutes)

Materials Needed

MATERIALS NEEDED FOR A PHYSICAL CLASSROOM

- Television or screen and an internet connection to watch the film via Netflix
- This lesson can be completed using any video capture and creation tool (at minimum, you'll need a single phone per team). If no phones or cameras are available, the students can instead present their segments live
- Each team will need one computer and an internet connection to access the online arrest database to create data visualizations for their segments
- Teams can create data visualizations outside of the arrest database using their favorite tools (e.g., pencil and paper, an illustration program, etc.)

MATERIALS NEEDED FOR A VIRTUAL CLASSROOM

- Every student and educator will need:
 - A computer and an internet connection
 - Access to video conferencing software
 - A link to watch the film on Netflix
- Video can be captured using smart phones or laptop cameras
- Teams can create data visualizations outside of the arrest database using their favorite tools (eg, pencil and paper, an illustration program, etc.)

Extension Ideas

- Encourage teams to look for other sources of data -- they need not restrict themselves to the NYC arrest database. For instance, they might want to also use [census data](#) or [incarceration](#) rates
- Arrest databases for [Los Angeles](#) and [Dallas](#) are also available
- Ideas for how to bring about change in the community based on the project:
 - Have students create a PSA (Public Service Announcement) and post to YouTube.
 - Put up posters around your school and community that use data visualization to illustrate inequities in the justice system.
 - Invite the community in (either physically or virtually through a group video conferencing meeting) to view the segments as a means of seeding a community discussion around the issues they raise.