



Lesson 14

Analyzing News Articles

Preparation time: 30'

Teaching time: 1 x 60'

Abstract

This lesson introduces the students on how to critically read and analyze news articles and written media. The students will learn about “inverted pyramid” which gives an overview of the structure and the elements that an article should comprise. Additionally, the incorporated method for investigating the news sources assists in better understanding the evaluation of the sources and the relevance of the evidence. This lesson will serve as a good basis to help the students identify the difference between plain facts and opinion in written media.

Online educational resources

- Lesson on Analyzing News Articles from the *Sorting Facts from Fiction* online Moodle course
- Quiz on Analyzing News Articles from the *Sorting Facts from Fiction* online Moodle course

Keywords

*News Articles;
Inverted pyramid;
SIFT mechanism;
Facts vs Opinions;*

Lesson aim

The aim of the lesson is to provide the participants with general knowledge on how to critically read the news and how to distinguish relevant from the irrelevant sources. The lesson also strives to familiarize the participants with the mechanisms of how to fact check, and also how to analyze articles as a precondition for further decision making regarding the issues they read about.

Lesson outcome

Students will be able to recognise how a well written news text is structured and the manner in which the information is explained. They will acquire skills in terms of how to critically read online articles they encounter and to be able to recognize which of the sources are irrelevant and whether they are showing factual or not. Moreover, the participants will be able to reflect on specific cases that they find online.

Lesson implementation process

min. 1 - 15 : Introductory warm up

- Begin Introducing the participants with the lesson and brief explanation of the terms and key words used throughout the lesson.
- Asking the participants to share what type of articles do they read? From which sources they are retrieving the articles? What is for them a reliable article?

min. 15 - 30: Theoretical input

- Explaining the Inverted pyramid to the participants and showing it through a specific existing article
- Using the article abovementioned to explain the SIFT mechanism, with the specific focus on the source of the article

min. 30 - 55: Minutes: Practical task

- The participants will be divided into four groups and each group will have to search for an article and to find all the components of the inverted pyramid for that article. Also, the group should explain why they decided to retrieve the article from the source and what makes this source relevant
- Discussion: The participants from each group will present the article that they were working on in front all the others and will receive the feedback from the others
- Summarizing the conclusions from the group presentation and feedback

min. 51 - 60: Reflection

- Reflecting with the participants about the key points that they have learned and where and how they can apply the acquired knowledge

Materials / Tools

Projector; Laptop; Internet connection; Moodle; Canva presentation; Online articles.