Oklahoma Alliance for Geographic Education

Teacher Training | Curriculum Development | Outreach Programs | and More!

LOADED LANGUAGE

THE SMOKING GUN OF BIAS

Brian Davis
OKAGE Teacher Consultant, Bartlesville, Oklahoma

Oklahoma Summer Social Studies Conference

Friday, July 21, 2017
University of Central Oklahoma, Edmond

Materials may only be reproduced for the classroom and presentations when proper acknowledgement is given to the author and the Oklahoma Alliance for Geographic Education.

100 East Boyd, SEC Rm 684 | Norman, OK 73019-1018 | 405.325.5832 | 800.522.0772 x 5832 www.okageweb.org | okage@ou.edu

Brian Davis, MEd. and OKAGE TC
Central Middle School
Bartlesville Public Schools
Bartlesville, OK
davisbk@bps-ok.org

IDENTIFYING LOADED LANGUAGE AND HOW IT IS USED TO INFLUENCE READERS

Grade Level: 7th Grade (Appropriate for grades 5 to 12, with change to the articles by grade level and subject)

Purpose/Overview: The purpose of this lesson is to provide students with the opportunity to explore the language used by various media to sway public opinion.

Essential Question: How does the use of loaded language affect readers/voters and the opinions they have on key issues?

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Grade 7 World Geography: Eastern Hemisphere	
Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.	Read Critically and Interpret Informational Sources: Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
B.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4.A.6-8.3 Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.
B.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).	4.B.6-8.1 Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.
C.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	4.A.6-8.2 Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.	Engage in Evidence-Based Writing: Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.
B.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5.A.6-8.4 Write independently over extended periods of time and for shorter time frames, varying modes of expression to suit audience, purpose, and task and/or to analyze different perspectives.

Materials: Internet connection, computer, projector, handouts and articles (see end of this doc)

Time period: 1 to 2 60-minute class periods

Procedure

Opening

Share Sarah Palin quote on Affordable Care Act and ask the class to share their thoughts with their elbow partner then ask for responses from the class. Discuss how the language and imagery are designed to sway public opinion.

Body of lesson

Move to notetaker and PowerPoint to explain how various parts of speech and other techniques are used to load language to elicit emotion from listeners/readers.

Work through practice worksheet to practice unloading the language in passages.

Read through *Economist* article highlighting the loaded language. Allow students to work alone, in pairs or in a group with teacher and/or teaching assistant. Rewrite the passages that contain loaded language to be more neutral.

Closure

Have groups share out their rewritten articles and ask questions to check for understanding as to how speech is used to elicit emotion.

Assessment (Most of the time, I offer multiple options for students to display their knowledge)

Option One: Read either the *Fox News* or the *New York Times* article and write an essay analyzing whether the article contains loaded language. Properly cite the article you read and make sure you identify the types of loaded language present.

Option Two: Read magazines, newspapers, blogs. View news programs from several sources. List six examples of loaded language you found. Cite your sources.

Option Three: Create a Youtube video showing examples of each type of type of Loaded Language discussed. Must have voice over explaining the examples and how they fit.

Resources: (All links were live as of July 15, 2017)

Quora. N.p., n.d. Web. 25 June 2017. <https://www.quora.com/profile/David-Minger>.

Trevor Noah Video -

YouTube. N.p., 28 Oct. 2016. Web. 25 June 2017. <https://www.youtube.com/watch?v=C1vBGz8c930>.

Quotes for opening

" 25 unforgettable Obamacare quotes." Politico, 13 July 2013. Web. 25 June 2017.

<http://www.politico.com/gallery/2013/07/25-unforgettable-obamacare-quotes-001595?slide=1>.

Economist Article -

"Another Thousand Acres." *The Economist*. N.p., 6 Sept. 2014. Web. 25 June 2017. <https://www.economist.com/news/middle-east-and-africa/21615644-binyamin-netanyahu-orders-biggestland-grab-generation-another-thousand>.

Additional Articles for Analysis

"50 Years After War, Settlements Blur Future Borders." *Fox New World*. Associated Press, 13 Apr. 2017. Web. 25 June 2017. <http://www.foxnews.com/world/2017/04/13/50-years-after-war-settlements-blur-futureborders.html>.

Baker, Peter. "A Defiant Israel Vows To Expand Its Settlements." *New York Times*. N.p., 26 Dec. 2016. Web. 25 June 2017. <https://www.nytimes.com/2016/12/26/world/middleeast/israel-settlements-un-security-councilbenjamin-netanyahu-obama.html>.

The politics of Israeli settlements

The Economist

Another thousand acres

Binyamin Netanyahu orders the biggest land-grab in a generation

Middle East and Africa

Sep 6th 2014

SOME people are never grateful. On August 31st Israel's government made its largest appropriation of occupied West Bank land in a generation. It took some 1,000 acres of virgin hills for a proposed new city, Givaot, doubling the population of the Gush Etzion block of settlements sprawling on the hills around Bethlehem.

But it was not enough for the area's Israeli mayor, Davidi Perl. Frustrated by what he perceives as the government's grovelling to westerners, on

everything from the recently halted war in Gaza to the conduct of peace talks with Palestinians, he says he will change party—defecting from Likud, led by the prime minister, Binyamin Netanyahu, to Jewish Home, a party of religious radicals headed by Naftali Bennett.

Many others are following. A poll on September 2nd showed that Mr Bennett had, in effect, replaced Mr Netanyahu as champion of the right-wing camp. Although Mr Netanyahu's approval ratings are roughly on a level with where they stood before the 50-day war in Gaza, much of the approval comes from Israelis who vote for parties left of Likud. Challengers within his party are demanding more aggression in Gaza, where the ceasefire left no clear winners, and faster entrenchment of settlements in the West Bank, even though the settler population is growing three times faster than that of Israel proper.

During the Gaza war former loyalists like Gidon Saar, his interior minister, repeatedly denounced the ceasefire deal, which envisages a gradual easing of the blockade on Gaza. A bruised Mr Netanyahu is resorting to political outreach. He and his wife, Sara, are hosting party members in the run-up to the Jewish new year. After months of relying on statements, he is again giving televised interviews.

Mr Netanyahu's supporters hope that settlement expansion will shore up his core backing on the right. Four parliamentarians come from Gush Etzion, including the foreign minister, Avigdor Lieberman, the Knesset speaker and the head of its powerful foreign affairs and defence committee. The new settlement, they hope, will assuage the anger at the killing of three Jewish students, whose capture outside a religious school in Gush Etzion sparked the Gaza war.

But the more Mr Netanyahu indulges the right, the more he alienates the outside world. America, the UN and the European Union have urged Mr Netanyahu to reverse course. The British prime minister, David Cameron, denounced the expansion as "utterly deplorable".

To its foreign critics, Mr Netanyahu's government tries to minimise the move. Tendering for construction has yet to begin, officials note; and even if it should, the land abuts the green line

and lies inside blocs of territory that Israel would anyway annex under any conceivable peace agreement with Palestinians.

Nevertheless, hopes of reviving peace talks are evaporating, just as they did when Mr Netanyahu's last land appropriation in March made peace talks go "poof", in the words of John Kerry, the American secretary of state. Mr Netanyahu may have negotiated the Gaza ceasefire with a Palestinian delegation that included the Islamist Hamas movement, which rules Gaza. But he says he will not talk peace with the Palestinian president, Mahmoud Abbas, as long as his government is backed by Hamas. His defence minister, Moshe Yaalon, says the arms build-up in Gaza shows that Israel cannot cede the West Bank.

Spurned again, and under pressure from a resurgent Hamas, Mr Abbas is toying with asking the UN to impose a three-year deadline for ending Israel's occupation of the West Bank. Even some settlers, along with Mr Netanyahu's centrist rivals, wonder whether the prime minister has gone too far. "It's stupid to accelerate Israel's delegitimization with steps which make Israel look radical and Palestinians level-headed," says Yair Kahn, a rabbi at Har Etzion, a large yeshiva in Gush Etzion with a reputation for pragmatism.

Encircled by Mr Netanyahu's latest appropriation, Palestinian residents of the bucolic village of Wadi Fukin have already lost all but 450 of the 3,000 acres they once had, and stand to lose more. The hillsides where the village's 600 sheep and goats graze are set to go. Unable to farm, many men find work as builders, often on Jewish settlements nearby. They may yet be called upon to build homes for Israelis on land they regard as their own.

"Another Thousand Acres." *The Economist*. N.p., 6 Sept. 2014. Web. 25 June 2017. <https://www.economist.com/news/middle-east-and-africa/21615644-binyamin-netanyahu-orders-biggestland-grab-generation-another-thousand>.