

Framing Freedom Answer Key

1. Excerpt 1 is more positive; phrases like "hope, dignity, and unity" show support.
2. Excerpt 2 is more negative; phrases like "disrupted the city" and "more division than progress" show disapproval.
3. Excerpt 1 frames activists as peaceful and inspiring; Excerpt 2 frames them as disruptive and idealistic.
4. Recognizing bias helps readers understand perspective, purpose, and reliability in historical reporting.
5. Excerpt 1 better explains the goals of the movement, focusing on equality and justice rather than disruption.

Teacher's Guide

- **Objective:** Students will analyze media bias in historical reporting by comparing language, tone, and perspective from two contrasting sources about the Civil Rights Movement.
- **Engagement Tips:**
 - Begin by discussing what "bias" means and how word choice can shape readers' opinions.
 - Have students underline emotionally charged words in both excerpts before answering.
 - Read excerpts aloud with different tones-supportive vs. critical-to illustrate subtle bias.
- **Differentiation:**
 - **Support:** Highlight key phrases or provide a vocabulary list of words that suggest opinion or tone.
 - **Challenge:** Ask advanced students to rewrite one excerpt in a more neutral tone.
- **Extension Ideas:**
 - Compare these excerpts with an actual 1960s newspaper headline to connect classroom analysis to real historical sources.
 - Host a "Media Roundtable" where students debate how journalists can report controversial movements fairly.
 - Integrate language arts by having students write their own balanced news paragraph on a modern civil rights issue.