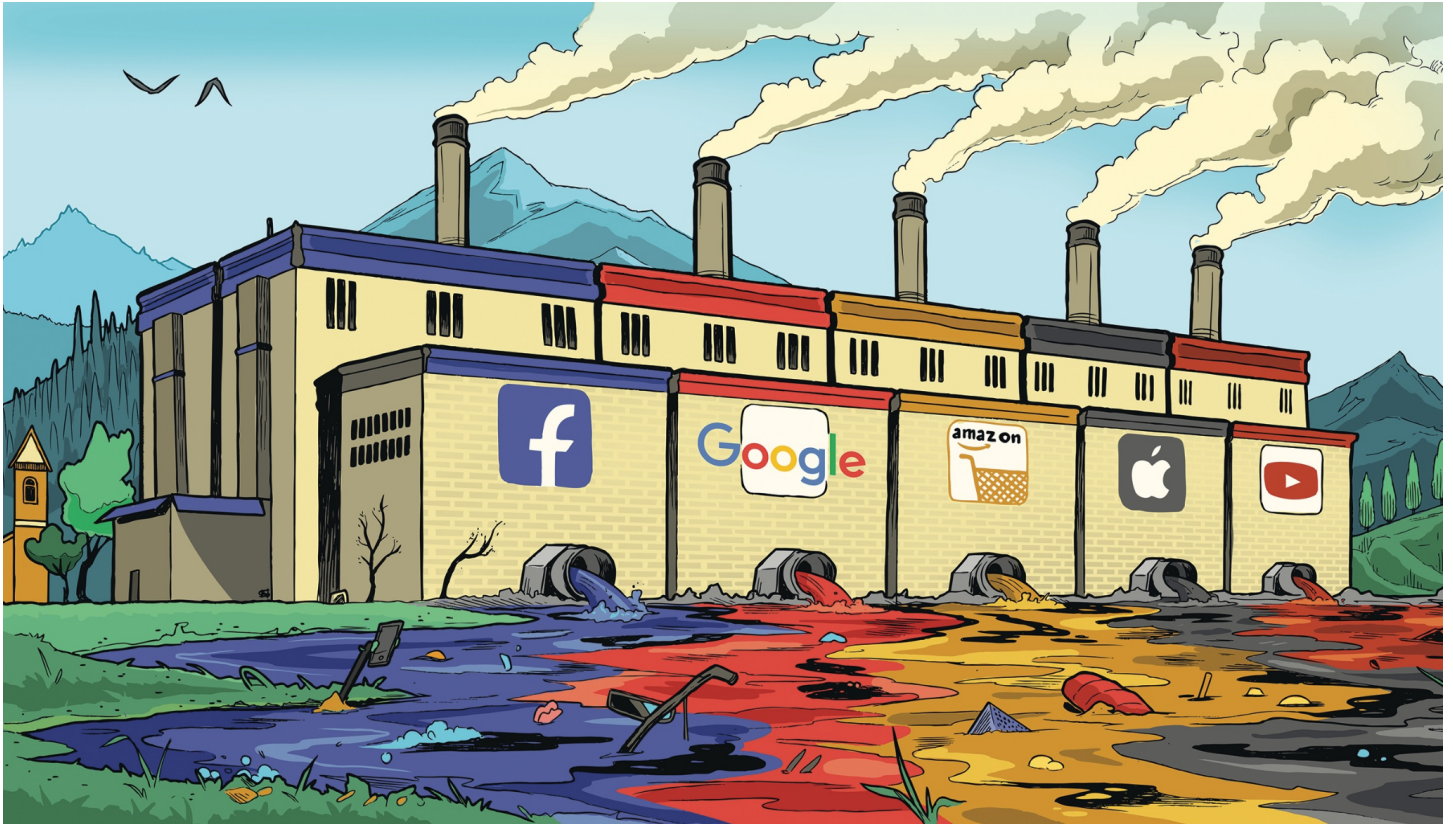


# *How should we address our polluted media environment?*



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## Supporting Questions

1. In what ways is our media environment “polluted?”
2. How would regulating the producers and spreaders of the polluted media environment address the problem?
3. How would educating the consumers of the polluted media environment address the problem?

## 12th Grade- Media Pollution

Compelling Question?		
C3 Standards	D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	
Staging the Compelling Question	<a href="#">The History of Chesapeake Bay Cleanup Efforts</a> Have students work in groups to review this site and then complete a problem-solution chart on pollution in the Chesapeake Bay.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
In what ways is the media environment polluted?	How would regulating the producers and spreaders of the polluted media environment address the problem?	How would educating the consumer of the polluted media environment address the problem?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a problem solution chart (problem, causes, and effects) for media pollution.	Use the claim, support, question protocol to make an argument about regulating producers and spreaders of polluted media.	Use the “I used to think, but now I think” protocol to explain how they are thinking
Featured Sources	Featured Sources	Featured Sources
Source A: Democracy in Danger Podcast ▶ Polluted Media Environme...	Source D: ▶ What is Section 230?	Source G: <a href="#">Can You Solve This?</a>
Source B: <a href="#">Black And Latino Voters Flooded With Disinformation In Election's Final Days</a>	Source E: Democracy in Danger Podcast ▶ Polluted Media Environment, C...	Source H: <a href="#">What's at Stake   Civic Online Reasoning</a>
Source C: <a href="#">YouTube says it's going after conspiracy videos</a>	Source F: ▶ Beware online "filter bubbles" ...	Source I: ▶ Introduction to Crash Course Nav...
Summative Performance Task	ARGUMENT: [How should we address our polluted media environment?] Construct an argument (e.g., detailed outline, poster, essay) using specific claims and relevant evidence from sources while acknowledging competing views.	
	EXTENSION. Students should research a specific example of media pollution, its causes, effects, and possible solutions to address the problem.	
Taking Informed Action	UNDERSTAND A polluted media environment is a threat to our democracy ASSESS where students are getting their information and whether they are getting broad perspectives. ACT - Create a way to communicate to students ways in which they can address the polluted media environment.	

\*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.

## Overview

### Inquiry Description

This inquiry leads students through an investigation of what can be done about our polluted media environment. The inquiry uses an ecological metaphor to understand our media environment to better understand the causes, effects and potential solutions to addressing the problem. The inquiry sets up a dichotomy in the ways to potentially address the problem. In essence it gets students to consider what would be more effective-- regulation of the producers of media content or educating the consumers of this polluted media environment.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

### Structure of the Inquiry

In addressing the compelling question, students will first make a connection between ecological pollution and media pollution. Students will use the ecological metaphor to explain the problem presented by the media. Then, students will evaluate how regulating producers of media content and education consumers could address the challenges we face.

## Staging the Compelling Question

In staging the compelling question, students will read about the case study of Chesapeake Bay pollution and consider the causes, effects, and potential solutions to the problem. Students should work in groups to complete this [chart](#).

Problem-Solution Chart	
What Is The Problem?	
What Are The Effects?	
What Are The Causes?	
What Are Some Solutions?	

## Supporting Question 1

The first supporting question—In what ways is the media environment polluted?

The formative task is to create a problem solution chart (problem, causes, and effects) for media pollution.


Teachers may implement this task with the following procedures...

1. Have students work in groups to use the three sources to complete the first three boxes of this problem solution chart. Students should identify the problem, its effects, and its causes.

Problem-Solution Chart	
What Is The Problem?	
What Are The Effects?	
What Are The Causes?	

2. Review with the whole group to share information.

The following sources were selected to ...

- **Featured Source A** is a selection from the podcast Democracy in Danger. *Digital Wasteland*, in which Whitney Phillips explains the ecological metaphor to describe the media environment.  
 Polluted Media Environment, Clip 1
- **Featured Source B** is a radio story from NPR that describes how black and latino voters are flooded with misinformation regarding election information.
- **Featured Source C** is a news story from CBS news that describes how YouTube is going after conspiracies that are disseminated on their platform.

## Supporting Question 2

The second supporting question, How would regulating the producers of the polluted media environment address the problem?

The formative task is to use the [claim, support, question protocol](#) from Harvard's Project Zero.

Teachers may implement this task with the following procedures...

1. Students read through the sources to identify different policy proposals and evaluate the impact that these proposals would have on the polluted media environment.
2. Students then make a claim using the following stem. "Regulating the producers and spreaders of polluted content would....."
3. Next, students should find support for their claim within the source material.
4. Finally, students should identify at least one question related to their claim-- What is left hanging or unexplained by their claim? What new reasons does their claim raise?

The following sources were selected to help students complete the cause and effect chart.

- **Featured Source D:**  
 **What is Section 230?**
- **Featured Source E: Podcast- Wild Web**  
 **Polluted Media Environment, Clip 2**
- **Featured Source G** is a TED talk about the dangers of online filter bubbles.  
 **Beware online "filter bubbles" | Eli Pariser**

## Supporting Question 3

The third supporting question is How would educating the consumer of the polluted media environment address the problem?

The formative task is to use the [“I used to think, but now I think” protocol](#) from Harvard’s Project Zero.

Teachers may implement this task with the following procedures...

1. Students read through the sources to identify ways we can educate consumers in the polluted media environment.

The following sources were selected to ...

- **Featured Source H** is a video about the power of confirmation bias produced by Facing History and Ourselves in which a moderator asks participants to identify a pattern  
[Can You Solve This?](#)
  - **Featured Source I** is a Youtube video produced by the Stanford History Education Group about the need to cultivate what they call Civic Online Reasoning.  
[Civic Online Reasoning](#)
2. After reading through the sources, students should explain how their thinking about the problem of media pollution has changed as a result of reading through these sources.

## Summative Performance Task

At this point in the inquiry, students have examined source material to help students explain the polluted media environment. Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students will address the compelling question “How should we address our polluted media environment?”

Students’ arguments will likely vary, but could include any of the following:

- *The best way to address our polluted media environment is to regulate the producers and spreaders of polluted media.*
- *The best way to address our polluted media environment is to focus on educating consumers.*
- *We need to regulate the producers and spreaders of this content and educate consumers.*

To extend their arguments, students will research and analyze a specific example of media pollution. They should complete a problem-solution chart to state the problem, effects, causes and potential solutions.

Students have the opportunity to Take Informed Action by designing a communication strategy for their fellow students about ways in which students can guard against media pollution.