

Subject	Social Studies: Grades 6-8
Topic	Uncovering Confirmation Bias: Exploring the Bill of Rights
Materials	
Standards	
Objective	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> ● Define Confirmation Bias ● Identify examples of Confirmation Bias in the context of the Bill of Rights ● Understand strategies to overcome it
Warm Up (5 minutes)	<ul style="list-style-type: none"> ● Begin the lesson by asking students to share what they know about the Bill of Rights. Write down their responses on the board. ● Introduce the concept of Confirmation Bias as the tendency to interpret information in a way that confirms your preexisting beliefs or hypotheses. ● Provide examples of Confirmation Bias in everyday life <ul style="list-style-type: none"> ○ Seeking out news sources that align with one's political views ○ You might believe that Taylor Swift is the most talented artist in the world. You follow fan accounts, watch interviews, and read articles that praise her work, but when you come across negative comments or criticism about her, you dismiss or ignore it because it contradicts your existing belief.
Short Lecture (10 minutes)	<p>Review the contents of the Bill of Rights, focusing on the first ten amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> ● Explain how Confirmation Bias can influence interpretations of the Bill of Rights, leading individuals to selectively interpret the amendments based on their own beliefs or biases. <ul style="list-style-type: none"> ○ The First Amendment protects freedom of speech, religion, and the press. Someone with a strong commitment to free speech may advocate for minimal government regulation of speech in any form. But someone with concerns about hate speech may emphasize the importance of regulating certain types of speech to protect public safety or individual rights. ○ Similarly, confirmation bias can influence interpretations of the Second Amendment (right to bear arms). Someone who strongly supports gun rights may interpret "the right of the people to keep and bear Arms, shall not be infringed" and believe that confirms their view that gun ownership should have virtually no restrictions. They may disregard or diminish the importance

	<p>of the prefatory clause about a "well-regulated Militia." Conversely, someone who favors stricter gun control laws may focus on that militia preamble to argue the amendment's intent was only about allowing firearms in the context of an organized militia, not individual unregulated ownership. They could discount the latter clause as not granting an unlimited individual right.</p> <ul style="list-style-type: none"> ● Emphasize the importance of approaching the Bill of Rights with an open mind and critically evaluating different interpretations.
<p>Group Activity (15 minutes)</p>	<p>Identifying Confirmation Bias</p> <ul style="list-style-type: none"> ● Divide students into small groups and distribute handouts with scenarios related to the Bill of Rights, each depicting an example of Confirmation Bias. ● Instruct students to read the scenarios and identify the characters' biases and the impact of Confirmation Bias on their interpretation of the amendments. ● After 10 minutes, have each group present their analysis of one scenario to the class. Facilitate a discussion about the consequences of Confirmation Bias and strategies to overcome it.
<p>Assessment (10 minutes)</p>	<p>Reflection and Discussion</p> <ul style="list-style-type: none"> ● Ask students to reflect on a time when they experienced Confirmation Bias in their own lives or witnessed it in others. Have them share their reflections with a partner or in small groups.
<p>Closure (5 minutes)</p>	<ul style="list-style-type: none"> ● Wrap up the discussion by summarizing key takeaways about Confirmation Bias and its impact, as well as strategies to mitigate its effects.